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COMMUNICATIVE COMPETENCE
OF PROSPECTIVE TEACHERS
OF ENGLISH
AT BRAZILIAN UNIVERSITIES

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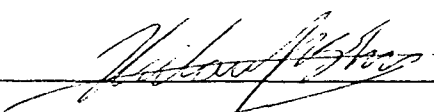
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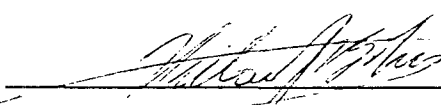
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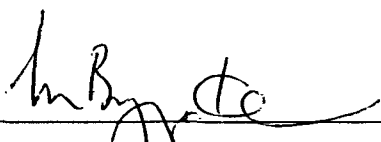
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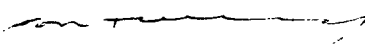
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Dedico este trabalho ao meu
esposo *Josê Manoel* e ao nosso
filho *Alejandro*.

Aos meus pais
Domíngos e Maria
Apparecida

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ABSTRACT

The present dissertation is a study to research the level of the communicative competence regarding listening and speaking skills of prospective English language teachers at Brazilian Universities. In Chapter I, a brief review of literature as regards the linguistic theories adopted over the last decades and influential aspects of language teaching is presented in order to introduce the communicative approach to foreign language teaching. The notion of competence is also defined according to CHOMSKY, DERWING GOFFMAN and HYMES among others since competence is a very controversial concept. In Chapter II the methodology used to investigate the problem of communicative competence is described. The data collected as well as the results are described and analyzed in Chapter III and finally discussed in Chapter IV. The conclusion is that, in general last phase English language students at University level do not satisfy minimal communication needs. They are unable to cope with the interactive structuring of discourse and therefore, are unable to incorporate use and appropriateness of use when requested to.

R E S U M O

Esta dissertação é um estudo para verificar o nível da competência comunicativa quanto às habilidades de ouvir e falar, nas Universidades Brasileiras que preparam futuros professores de Língua Inglesa. No capítulo I, apresenta-se uma breve recapitulação das teorias lingüísticas adotadas nas últimas décadas com seus aspectos que influenciaram o ensino da Língua Estrangeira a fim de se introduzir a abordagem comunicativa aplicada ao ensino de uma língua estrangeira. A noção de competência é definida segundo autores como CHOMSKY, DERWING, GOFFMAN e HYMES, uma vez que o conceito de competência é controvertido. No capítulo II é exposta a metodologia utilizada para investigar o problema da competência comunicativa. Os dados obtidos bem como os resultados são descritos e analisados no capítulo III e finalmente discutidos no capítulo IV. A conclusão a que se chega é que, no geral, os estudantes universitários da última fase do Curso de Letras - opção Inglês - não satisfazem as necessidades mínimas de competência comunicativa. Eles não são capazes de manejar a estruturação interativa de um discurso, portanto inaptos a incorporarem a adequação do uso da língua, quando este desempenho lhes é solicitado.

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INTRODUCTION

INTRODUCTION

The issue of foreign language teaching objectives is a controversial one. On the one hand there are the teacher's expectations and on the other there are the student's and social expectations. If these expectations are not fulfilled, administrators and educationalists may just decide to take the foreign language out of the curriculum. The task of foreign language teachers is to develop competence in foreign language learners in those areas where they want or need to develop competence. Language teaching objectives are in consequence, dependent on language learning objectives.

In a paper presented at the IV SEMPUI, the IV National Seminar of English Teachers, LOPES (UFRJ) claimed that "a realistic teaching policy is the only way to produce effective teaching and therefore to save the profession". According to him two general objectives of TEFL were obtained at the Secretaria de Educação in Rio de Janeiro. The first one is to have the teachers develop the student's receptive and productive skills and the second is to have the students get in touch with the culture of the foreign language. LOPES presented an alternative to TEFL under a perspective of the Third World. He suggested that we narrow our objectives and concentrate only on the receptive skills, especially reading. That is to say, we should enable the students in Junior and Senior High Schools to only read in the English language. He points out that there is no reason for the students to learn to speak the foreign language. Since opportunities to go abroad and meet English speaking people are quite scarce there is no point in having the students learn how to greet people or even ask for a meal.

In view of these assertions some of the participants of the SEMPUI seminar reacted strongly against the issue. One of them claimed that secondary level school students do want to learn how to speak in the English language as well. If English language teachers were to concentrate only on the reading skill, most of the students would take private courses such as FISK, IBEU etc. Another participant claimed that we should not take such radical extremes. If the students are expected to master only the reading skill of the foreign language perhaps English language teachers need not master any skill other than the reading one.

There is an advantage and disadvantage to Lopes's proposal. On the one hand, among the junior and senior high school students we will find future engineers, doctors, dentists, lawyers, administrators and so on. These professionals must always be up to date with what is going on in the fields of their interest. The latest journals are of great help to these professionals. They have to know English so that they can read these journals. They could certainly get hold of some journals or books which have already been translated but the translation is usually very outdated perhaps ten years old and this may not help these future professionals fulfil entirely their expectations, since their field would require more recent information. The ability then to read eg. the English language, would be by all means useful and necessary.

Reading as a national policy in foreign language teaching in secondary schools however, does not seem to meet all the expectations. Among these secondary level students, we will also find future tourist guides, tourist agents, interpreters, bilingual secretaries, stewardesses, executives, technical experts, scientists and so forth. Not only should they know how to read the English language but also and especially understand and speak this language. They would generally

be in contact with English speaking neighbors to exchange ideas, give opinions, make deals etc. Knowing how to speak a universal language would make business flow much easier. One will make a good impression if one knows how to interact accordingly and appropriately in a conversation. Business would eventually become profitable and successful.

BOHN (1982) addressing the audience at the IVth National Seminar of English teachers pointed out that all Brazilian children should have a chance to learn a foreign language. He mentioned that when the athletes returned from The World Olympic Games, they claimed that if their coaches had known how to speak the English language, they could have won more medals. This is only one example out of so many others where spoken English is called for to help out. Unfortunately, the skills of listening and speaking have been much neglected in English language teaching. Nonetheless, a course which aims to place students in situations requiring the ability to use the language would be possible to structure. The student could develop abilities needed to interact conversationally in a wide range of situations. Mastering only the reading skill could produce a negative effect on the attitude of the learner. In fact, it could be claimed that the learner would be demotivated although I have no empirical support to make such a claim. The student's capacity would certainly be limited and if the learner feels that learning only to read is not enough, he might not feel motivated to continue studying English. The investment of time and effort will probably not bring him enough visible rewards for a promising future career.

Over the last two pages we have been discussing the objectives of foreign language teaching and whether we should only teach the reading skill in secondary schools. We have also stated that every Brazilian child should have the chance to learn a foreign language.

guage. It is known however, that one of the major problems in foreign language teaching is having the student achieve communicative competence in listening and speaking. We (cf. SAVIGNON 1972) do not expect our secondary level students to carry on a fluent conversation but we should at least give them the chance to get in touch with the spoken language which would also serve as a good vehicle of motivation. As COULTHARD puts it, "we should have the student use the language communicatively and creatively, not just practise it." So, we will need competent teachers of English with good qualifications in these skills. The undergraduate English language courses would be responsible for preparing the future teachers of English since the secondary level students are in the hands of these teachers. We would then expect the undergraduate students in the language courses to achieve this communicative competence. This notion of competence incorporates use and appropriateness of use. So competence should not only cover the capacity of the language user to produce and understand sentences but also the "appropriateness of sentences to situations in which they are used in social interaction" (HYMES 1979). In fact teachers of foreign languages have long known that mastery of the structures of a language does not ensure the ability to use the languages for communication. After all, communication as REVEL states:

"is an exchange between people of knowledge of information, of ideas, of opinions, of feelings. For genuine communication to take place what is being communicated must be something new to the recipient. Communication is full of surprises. It is this element of unexpectedness and unpredictability which makes communication what it is." (1979:01).

For instance, how successful would a person be in convincing someone to make a deal? How accurate an account could he give about an event in which he had just caught someone red-handed? Would he be able to express his opinions, ideas and feelings at a party or at a seminar? And what about talking his way out of an accident? Anyone would cer-

tainly be forced to come out from behind memorized dialogs and ready-made phrases, and be left, therefore in a particularly vulnerable position. This once again happens to be the kind of competence we expect the student-future teacher to achieve: communicative competence, and this is the objective of this dissertation. One of the important variables in the development of this communicative competence is the teacher and as *ALEXANDRE* (1976) puts it . "The challenge to the teacher is to interpret the system creatively and adapt it to suit the needs of his class." On the other hand, "the challenge to the learner is to acquire these skills to the limit of his potencial in the time available."

However, since the problem of communicative competence is a vast area of interest in FL teaching, in this work, we make an attempt to analyze achievement levels of last phase English language University students in two communicative skills, listening and speaking. Specifically the main obje~~tive~~ of this dissertation is to verify their level of communicative competence in listening and speaking (pronunciation, grammar, vocabulary, and fluency). And secondarily to evaluate the effectiveness of training in communicative acts as part of an English teacher training course of Brazilian Universities; to suggest standards of communicative competence; and to indicate how those communicative standards can be achieved. Some of these objectives are going to be achieved through a communicative competence test. We are aware though that testing communicative competence is not an easy task. *WHITESON* (1981:347) mentions that "the central fact in the creative aspect of language is that people produce and understand novel sentences. In testing, a way must be found to get beyond the limitation of examining a sample of surface features to tapping underlying competence," i.e. communicative competence(CC). "The crucial problem with this kind of test (however) is the subjectivity with which it is usually evaluated" (Ibid: 350). The type of

instrument we are going to apply in this study is based on SAVIGNON's test model designed to measure communicative competence. SAVIGNON's research project on Communicative Competence: An Experiment in Foreign Language Teaching, 1972 has served as professional reference work to authors such as DELL HYMES and JOHN MUNBY. LEON JACKOBOVITS as stated in SAVIGNON, encouraged the formulation of her research project which, had surprising and promising results. The model therefore proves to be a reliable and efficient one. Although there is subjectivity up to a certain point as regards evaluation, the criteria for evaluation established are logically consistent as we will present in Chapter II.

In this work communicative competence in listening and speaking can be defined as following. This notion of competence incorporates use and appropriateness of use. This competence then would cover not only the capacity of the language user to produce and understand sentences but also the "appropriateness of sentences to situations in which they are used in social interaction" (HYMES, 1979).

The present study is divided into five chapters and five appendices. In Chapter I, a brief review of literature as regards the linguistic theories and how these theories influenced language teaching will be made to demonstrate that the communicative approach to language teaching sprung from a result of debates of linguistic theories developed over the last decades. In other words, we will lay the theoretical foundations (in linguistics) of communicative competence. And since competence is viewed as a very controversial concept, this chapter will also cover the numerous traditions illustrating the notion of competence ranging from linguistic, ethnological, sociological to psychological views. Authors such as CHOMSKY, DERWING, GOFFMAN, and HYMES, define what they consider competence to be and critical views in relation to specific interpretations will

be displayed. A compare-contrast investigation will almost always project back on CHOMSKY's view of competence. The objective of this chapter is to point out the kind of competence to which this study refers to. The distinction that WIDDOWSON (1978) points out between *usage* and *use* will also contribute to provide further background to the study. In Chapter II, the methodology adopted to investigate the problem of communicative competence will be presented, i.e. the design of the study, the population involved, the characterization of Universities and staff, the procedures and the criteria for evaluation. In Chapter III, we will present the data analysis and exhibit the results and then discuss these results in Chapter IV. As for conclusions and recommendations, we hope to present suggestions and tentative solutions related to what standards of communicative competence should be achieved and how these standards can be achieved. In this last section, we will also attempt to define what a learner will have to be able to do in a foreign language as regards the skills of listening and speaking if he is to satisfy certain minimal communication needs. The six appendices include the questionnaire used to select the students; the instructions of the communicative competence test model, the sequence of activities performed in one part of the CC test; tables including research data, profile of population, curriculum information; the evaluation forms; a transcription of the discourse and the interaction of a participant involved in the communicative competence test model, and finally the language functions, and general and specific notions the student is to master if he is to satisfy minimal communication needs.

I APPROACHES TO LANGUAGE TEACHING &
LINGUISTIC & COMMUNICATIVE COMPETENCE :
A BRIEF REVIEW OF LITERATURE

CHAPTER I

1.1 - APPROACHES TO LANGUAGE TEACHING: LINGUISTIC THEORIES

In this chapter we are going to first make a brief review of the literature as regards the linguistic theories and how these theories influenced language teaching; second to analyse different views on linguistic competence and make an evaluation on these viewpoints. We do not intend to make a thorough analysis of all the linguistic theories of the last fifty years but only a sketchy review of the linguistic theories over the last decades to demonstrate how these theories were related and to show that the communicative approach to language teaching arose as a result of debates of these linguistic theories.

In the twentieth century we have seen a succession of approaches to language teaching, each with its own theoretical assumption and justifications. At one stage, according to NEWMARK, "foreign languages tended to be taught through and for the sake of their literature. Little attention was paid to the learner's ability to speak the language or understand it when spoken by a native-speaker. Later, partly as a reaction against this and partly as a result of international circumstances, the oral-aural skills come to take precedence and all efforts were directed towards teaching the spoken form of the language in question. This reaction in turn led to a concern with how best to achieve oral fluency."

1.1.1 - Behavioristic Approach - Empiricist View

One school of thought advocated constant repetition in the form of drills on the assumption that learning a language was a matter of habit formation (DILLER 1978). This philosophy says that 'complex behavior like simple behavior, can only be described and

explained in terms of overt stimuli (S's) and responses (R's) and that learning consists of the strengthening or weakening of associations between S's and R's through contingencies, reinforcements, and punishments. At this point, one usually refers to American behaviorists, especially to B.F. Skinner" (cf. LEVELT 1978). PALMER

defined language-learning as a habit-forming process. The latter argued for repetitive drills and argued against the educationalists who condemned learning by rote.

"Nearly all the time spent by the teacher in explaining why such and such a form is used and why a certain sentence is constructed in a certain way is time lost, for such explanations merely appease curiosity; they do not help us to form new habits, they do not develop automatism. Those who have learnt to use the foreign language and who do use it successfully have long since forgotten the why and the wherefore; they can no longer quote to you the theory which was supposed to have procured them their command of the language" (PALMER 1964:57).

In literature the behavioristic approach has been equated with the structural view of linguistic analysis. The teaching ideas adopted by the structuralists had borrowed a great deal from behaviorist psychology which supported the audio lingual style of teaching. If language is a set of habits and learning is essentially a process of conditioning, then the apparatus of drill and reinforcement becomes the logical way to teach. In their teaching and in their descriptions of language, the structuralists moved in the realm of behavior; in their research they were interested in collecting samples of speech which they analyzed and classified. The aim of their teaching was to have students imitate those same specimens, trusting that somehow if enough of them were learned the student would have a stock from which to make analogies as the occasion demanded. This view entailed memorizing lists of words, expressions, sentences and statements of rules. "Structures were manipulated as ends in themselves."

"The more you repeated something the better it was learned. It was assumed to be dangerous to let people think about sentences they were learning because they would not form a pattern correctly, since they would not establish a direct stimulus (heard sentence of situation) - response relationship " (LAKOFF 1978:61).

Since language was assumed to be just another kind of stimulus - response, the speaker could be considered just like "the rat pushing a switch for food." According to the same author

"If the speaker thought about a sentence or wondered why it was grammatical before he said it, or was concerned about its relationship to other sentences, he would break this stimulus - response link and would not be using language as a native speaker does " (*Ibid*:61).

In sum, this approach to language teaching is related to a structural empiricist view of language based on the principles of behavioristic psychology, a stimulus - response procedure. The student's competence then would be limited to listening and repeating up to the establishment of the linguistic habit.

1.1.2 - Mentalist Approach - Rationalist View

Another approach to language theory and methodology would be a true familiarity with a language based on a sound understanding of its grammatical rules by phrase structures. Twenty years ago a new linguistic theory, transformational grammar, arose in direct opposition to the behavioral structuralist theory. As far as language and language learning are concerned there is much in common with the beliefs of the rationalistic grammarians, an intuitive-generalizing style of teaching. The students make use of their ability to generalize and form intuitions about the sentences they hear and say. This philosophy according to LEVELT(1978) is based on the

conception that "complex behavior is caused by complex mental operations which derive from knowledge structures, especially knowledge of rules." This system of knowledge is based on innate capacities." Here one usually refers to CHOMSKY. According to the rationalists, "children are said to be born with a kind of *linguistic endowment*, an inborn capacity for acquiring a language" (BOLINGER, 1968). The child discovers a generative grammar of his language and ends up with a complete grammar of his native language. This view leads to a distinction that transformationalists make between *competence* and *performance*.

As BOLINGER puts it:

"The competence is what the speaker carries around with him. It is his internal grammar, the machine that enables him to grind out a sentence that nobody has ever heard before, in accordance with certain internal semantic commands that are part, presumably, of some auxiliary machine; It also enables him to tell when a sentence he is about to produce or hear someone else produce is well formed, no matter whether he corrects it in case it turns out malformed. The performance on the other hand is the machine in action, producing sentences that are highly predictable in form but not always perfect—where the process is interfered with by other mechanisms or by accidents, the product may show defects, but these can always be recognized " (1968: 28).

BOLINGER supports his description with the conclusions of the transformationalists.

"Where the structuralist and the so-called empiricist goes wrong says the transformationalist, is in his unwillingness to posit this underlying reality. And this in turn stems from his antimentalism, his insistence on the evidence of his senses, on staying in the realm of performance and working only with the specimens of language that he finds around him. Since the grammar of a language must embrace everything that a speaker might say as well as what he says, to study just his productions is not enough " (*ibid*: 28).

CHOMSKY concludes that "the idea that a person has a *verbal repertoire* - a stock of utterances that he produces by *habit* on an appropriate occasion - is a *myth*, totally at variance with the observed use of language" (CHOMSKY 1972:118).

With the advent of transformational grammar, language teachers have a powerful new view of the structure of English. Transformational grammar offers a description of English which is considered a genuine explanation rather than a display of data.

To quote from PARKINSON:

"Large areas of a language can be described in terms of patterns which are related to a few simple paradigms... the point is that the student of the language need not encumber his memory with the vast number of grammatical items but can memorize a limited number of these items and a limited number of rules which will enable him to construct the rest." (1972:03).

Never as popular as the empirical philosophy and recently held in great disrepute, this type of teaching was based on the notion that "human beings were quite different from rats and other animals in that they could reason." This distinguishing attribute was what allowed men to speak in the first place.

To quote from LAKOFF:

"Speech was the product of man's rationality; for someone to learn to speak a language correctly, the teacher had to tell him why one said the things one said in the way one said them and therefore, he also had to explain that somethings could not be said, and give reasons for that. He had to provide the learner with both grammatical and ungrammatical sentences "(1972:62).

The teaching strategies springing from this philosophy are less popular because they are harder to understand and they need good presentation to work and a good teacher, but unfortunately not every English language teacher is competent in the English language. And there are even wider objections to the aim of a transformational grammar which according to PARKINSON (1972) "reduces a language to a series of rules as precise, manipulable, and unbreakable as the transformations of mathematics." When e.g., a transformation has been created, it is a universal and unbreakable rule. The teacher cannot therefore use it as a grammatical aid unless he is sure that it fulfils these conditions. To give the passive transformation and then to say that this usually holds, is as logical as saying that 5×5 is usually 25. As a result these processes cannot be reduced to a system of mathematically exact operations."

As for the transformational framework then, the conclusion to be drawn from the generative transformational theory is that the student's competence of the language would still be limited, i.e. to the ability to analyze the surface and deep structures of sentences.

To sum up, we may quote from *NEY*:

"The behaviorist/structuralists made the mistake of thinking that all of language should be taught through conditioning practices. The transformational linguists have cast enough doubt on this to permit the language teacher more latitude in finding theoretical bases for workable tactics. But the transformationalists for the most part have not themselves provided a model or a set of techniques for the teaching or learning of a foreign language "(1980:89).

NEY goes on stating that "... it is not surprising to find both linguistic and psychologists still seeing the necessity of practice in language learning" (1980:90).

As we may conclude, the transformational generative grammar is not capable of serving as a model of communicative competence. It may be more suitable as a model of linguistic competence. Neither does the latter lead us to a better way to achieve listening comprehension and oral fluency with which we are concerned in this dissertation.

1.1.3 - Communicative Approach

During the past few years there has been further shift in the focus of attentions in FL teaching. Emphasis is now placed on language as a form of social interaction, governed by such variables as time, place

topic, and the social roles of the interlocutors. Grammatical competence no longer seems to be enough, and the teacher's task is seen as trying to equip the learner with *communicative competence*, which for the present purposes may be loosely defined as "The ability to select utterances which are not merely or even necessarily grammatically *correct* but appropriate to the particular situation."

(SAVIGNON 1972) In an experiment concerning the development of language skill via pattern drills, Oller and Obrecht (1968) conclude that the effectiveness of a drill is increased if the language of the drill is related to communicative ability. "From the very first stages of foreign language study meaningful communicative activity should be a if not *the* central focal point of pattern drill". OLLER & OBRECHT (1968) KOLERS (1968) and his assistants at M.I.T. and at the Center for Cognitive Studies at Harvard have reported on a series of experiments conducted with bilingual subjects concerning the acquisition storage, and retrieval of information. Their studies demonstrate the importance of meaning in the storage of words. The work of OLLER and OBRECHT as well as that of KOLERS and his assistants, suggest that for the acquisition and storage of linguistic units, an informative context is vital.

According to BOSCO a concern for expression and dialogue is also vital so instruction is at its best if there is a quality of reciprocity.

"Tasks of a routine nature stifle curiosity and the will to learn. Instruction is vitalized not simply by involving the student in activity or relating everything to the familiar, but rather, by initiating the process of dialogue. The language classroom should be a place in which there is genuine concern for expression and dialogue" (1970:383).

WIDDOWSON further develops this idea in his description of how a reciprocal exchange plays a part in the course of a conversation:

"an act of communication through, speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other forms of verbal exchange. What is said, therefore, is dependent on an understanding of what else has been said in the interaction. If, for example, I say something in the course of a conversation it will not be an isolated remark which has no reference to what has been said previously but will in some way derive from my understanding of what other people have already said. Speaking as an instance of use, therefore is part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation " (1978:58-59).

BRUNNER also underlines the importance of reciprocity in the following passage:

"I would like to suggest that what the teacher must be, to be an effective competence model, is a day-to-day working model with whom to interact. It is not so much that the teacher provides a model to imitate. Rather, it is that the teacher can become a part of the student's internal dialogue, somebody whose respect he wants, someone whose standards he wishes to make his own. It is like becoming a speaker of a language one shares with somebody. The language of that interaction becomes a part of one self and the standards of style and clarity that one adopts for that interaction become a part of one's own standards" (1966: 124).

From the quotes just presented from *OLLER & OBRECHT*, *KOLERS*, *BOSCO*, *WIDDOWSON* and *BRUNER*, we can conclude that communicative competence has some vital characteristics such as informative contexts, a concern for expression and dialogue, a quality of reciprocity and interaction.

So far, I have been giving a review of language theories and how these theories influenced language teaching. Communicative competence, certainly sprang from the debates of these language theories developed over the last decades. And the conclusion to be drawn from this review is that the notion of competence should cover not only the capacity of the language user to produce and understand sentences but also the appropriateness of sentences to situations in which they are used.

In the next section we are going to discuss the concept of competence dealt with by authors such as *CHOMSKY*, *DERWING*, *GOFFMAN*, and *HYMES*.

A compare-contrast investigation is established which almost always projects back on *CHOMSKY'S* view of competence. Critical views will be displayed as well, leading us to the kind of competence this study is based on.

1.2 - COMPETENCE

Competence is a very complex and controversial concept. There are numerous traditions illustrating this notion ranging from linguistic, ethnological, sociological to psychological views. Authors such as NOAM CHOMSKY, BRUCE L. DERWING, ERVING GOFFMAN and DELL HYMES define what they consider to be competence and consequently critical views emerge in relation to specific interpretations which will be displayed in this chapter.

1.2.1 - CHOMSKY: Linguistic View

The problem of competence has been the subject of increasing examination. Innovations during the decades of the 1960's and 1970's brought about impressive changes in linguistic theory. The most revolutionary of those changes stemmed from Chomskyan transformational grammar, which came to be the dominant force in linguistics on an international scale. One feature of grammatical theory that was important in the development of linguistic theory in the 1960's was the insistence on an underlying reality as a base from which abstract linguistic structure is generated. "The ability to manipulate transformations for example, constitutes an essential part of linguistic competence according to the linguistic theory developed by CHOMSKY" (1971).

Another feature of Chomskyan theory that has been basic to linguistics is the emphasis on the creative aspect of language. Building from a cartesian view, the author takes this aspect to be one of the central premisses of his theory. Language creativity, according to the Cartesian position, was a reflection of what is essential in human intelligence but not reducible to any sort of physical explanation. CHOMSKY views the Cartesians as correct in their rejection

of physicalistic accounts. He writes,

"It seems to me that the most hopeful approach today is to describe the phenomena of language and of mental activity as accurately as possible, to try to develop an abstract theoretical apparatus that will as far as possible account for these phenomena and reveal the principles of their organization and functioning without attempting, for the present, to relate the postulated mental structures and processes to any physiological mechanisms or to interpret mental function in terms of *physical causes*" (1972, p.14).

The immediate significance of this view is that mental structure is assumed as a theoretical apparatus that is related to a rule-governed view of language.

CHOMSKY somehow conceives *competence* as similar to a rule governed view of language. One way he defines the linguistic competence of a speaker listener as a "cybernetic system" which is subject to either external or internal controls. A system which functions as a self-regulated and self-governed mechanism. In this perspective, the linguistic competence summarizes a complex retro-active system that develops for and by itself and organizes in function of its own structures, independent, therefore of strange factors foreign to its nature.

In 1965 "CHOMSKY associates his views of competence as well as performance with the Saussurian conceptions of *langue* and *parole* but definitely sees his own conceptions as innovative." *Langue* in the Saussurian perspective would be the social aspect, the so-called language system, and in the Chomskyan view, as a particular system of rules and relations, an underlying reality. In this sense, competence would be related to the speaker-hearer's knowledge of his language. *Parole*, in the Saussurian perspective would be the individual aspect - a set of utterances which are produced when speaking the language, its surface manifestation. Performance in the Chomskyan view is equated with *Parole* in the Saussurian view. Performance then would be related to the actual use of language in concrete situations.

Still another distinction must be made between what the speaker of a language knows implicitly (what we may call his competence) and what he does (his performance). A grammar therefore should account for competence and it should also account for the ability of a speaker to understand an arbitrary sentence of his language and to produce an appropriate sentence on a given occasion. "If it is a pedagogic grammar, it attempts to provide the student with this ability: if a linguistic grammar, it aims to discover and exhibit the mechanisms that make this achievement possible." (ALLEN: 1971)

The competence of the speaker-hearer can, ideally, be expressed as "a system of rules that relates signals to semantic interpretations of these signals. The problem for the grammarian is to discover this system of rules; the problem for linguistic theory is to discover general properties of any system of rules that may serve as the basis for a human language," that is, to elaborate in detail what we

may call in traditional terms, the general form of language that underlies each particular realization, each particular natural language.

Another final concept considered relevant is that of the ideal speaker-listener. CHOMSKY'S position is as follows:

"Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community (independent of socio-cultural factors), who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. ...The problem for the linguist, as well as for the child learning the language (therefore), is to determine from the (defective) data of performance the underlying system of rules that has been mastered by the speaker-hearer and that he puts to use in actual performance (1965a, pp.3-4)."

The idealization is (in particular) that in the study of grammar we abstract away from the many other factors such as memory limitations, distractions, changes of intention in the course of speaking, hesitations and the like, that interact with underlying competence to produce actual performance. So it should be clearly recognized that a grammar is not a description of the performance of the speaker, but of his linguistic competence.

It becomes clear from the short discussion on the Chomskyan view that Chomsky's competence is equated with linguistic competence. What the speaker really produces is at best a poor image of that competence. In other words, Chomsky is not interested in describing or analyzing or even comprehending, at least in the perspective analyzed in the previous pages, communicative competence.

In the next section we shall see *DERWING*'s analysis and evaluation of Chomskyan competence and how *CHOMSKY* seems to contradict himself by advocating three distinct interpretations of competence.

1.2.2 - *DERWING* vs *CHOMSKY*

DERWING believes that *CHOMSKY* himself is not sure of his interpretation of competence since he seems to have proposed three different ones. *CHOMSKY* has these three proposals. First of all an "idealized model of linguistic performance", secondly as a "central component of an idealized performance model" and finally, as "an independent abstract entity remote from linguistic performance". *DERWING* examines each in turn.

DERWING agrees with *CHOMSKY* when he seems to be arguing that linguists ought to become concerned with explaining linguistic performance or language use or with the implication that *competence* refers to an underlying performance mechanism. *DERWING* also agrees with *CHOMSKY* when he emphasizes such characteristics as the creativity of language and the apparent rule-governed aspects.

However, as regards a competence model to be understood as an idealized model of linguistic performance, *DERWING* says that *CHOMSKY* states his position in ambiguous terms.

On the other hand, a transformational-generative grammar is inherently incapable of serving as an idealized model of linguistic performance because it lacks certain properties which any model of this sort must possess. There are three important properties to be considered: that of recursiveness, that of selectivity and that of bidirectionality.

According to *DERWING*

"A generative grammar has only the property of recursiveness (or creativity)...The property of selectivity requires that the model enables one to produce novel utterances on appropriate occasions. Therefore, any model of linguistic performance capable of capturing such central aspects of language use as these, must have the property of

selectivity. Yet no generative grammar has this property...the linguistic model must also possess the property of bidirectionality (or interchangeability)... In particular, no grammatical model which incorporates a phrase-structure component is capable in principle of satisfying the requirement, because the relation represented by the symbol \rightarrow in all such grammars is defined as being among other things, asymmetric... Moreover, it is clear that the transformational relation is also to be interpreted in this way, i.e. as specifying a unidirectional process or operation." (1973:266, 268-9)

Competence regarded as an independent abstract entity remote from linguistic performance is CHOMSKY's third interpretation according to DERWING.

CHOSMKY believes in a somewhat compartmental state in which eg. each pigeon hole has nothing to do with the other. Competence is therefore viewed as something independent from cognition i.e. independent from mental processes. So CHOMSKY really believes in the third interpretation of competence. CHOMSKY views competence as "an independent abstract entity remote from linguistic performance." The mind in this case functions as a machine. In producing a sentence, each state of production or each uttered word limits the choice of the next word. CHOMSKY's model says when a word is available but not when appropriate, therefore totally isolated from social rules. Selectivity then is a property of which Chomsky's model is not capable for.

Linguistics should be interested in explaining language use and acquisition. Competence should be viewed as something that leads to performance. *DERWING* favors these views described above. However *DERWING* does not agree with *CHOSMKY* when he interprets competence as "an idealized model of linguistic performance" and as "a central component of an idealized performance model" or even as "an abstract entity remote from linguistic performance." *DERWING* favors a somewhat cognitive linguistic combination not as something independent from cognition.

In other words, *DERWING* believes in a somewhat solidary state in which competence is viewed in combination with mental processes, such as memory, intelligence etc. Competence according to *DERWING* is seen not only when grammatically correct but also when socially appropriate.

1.2.3 - GOFFMAN: Ethnological View

Many linguists and methodologists (GOFFMAN, HYMES, WIDDOWSON, BRUMFIT) came to feel that CHOMSKY did not go far in his conception of "competence". His "ideal speaker-listener in a completely homogeneous speech community took no account whatever of any socio-cultural features; of the fact that we talk to different people, in different situations, about different things. We shall therefore analyze the arguments based on sociological terms to discover the limitations of the CHOMSKYAN view of not having covered all the ground in his formulations on competence.

The major development during the 1970's for linguistic theory was the creation of sociolinguistics and psycholinguistics as fields of study. Of the various new developments, sociolinguistics was one of the most broadly defined and has been one of the most productive in quantity of research. Two traditions of social thought have made seminal contributions to sociolinguistics, context and interaction. Since sociolinguistics is concerned with the coding of social information linguistically and communication of that information within social frameworks, a theory of sociolinguistics must include formal components for social contexts. The importance of context as situation and for definition and allocation of social roles in communication has been stressed mainly in sociology and principally by GOFFMAN (1975).

A second contribution to sociolinguistics has come from the ethnomethodologists. As indicated by the name this subject stresses the necessity for the researcher to keep accountable his involvement in the social analysis. This involves the realization that social information is obtained by the researcher as a participating member in interaction.

In order to examine and describe some of the universal social features that underlie linguistic communication, we are going

to look at some of the strategies children use in acquiring language. *SLOBIN* (1971 and 1972) gives a full cross-cultural survey of the evidence on language acquisition and suggests that universal similarities and differences in development between different languages point to children's having cognitively "a set of simple heuristics, or operating principles." *SLOBIN* (1971) has suggested that "children acquire some very general operating principles for the recognition of some syntactic features and, through the use of these in specific contexts, develop further rules of syntax in gradually growing complexity and abstraction." Further, he expands the idea that the child begins to move into the acquisition of syntax with a well-formed set of semantic intentions. This work in language acquisition according to *GUMPERZ* and *COOK* (1975) suggests two possibilities for inquiry in social development:

- (1) The child's social development has begun at a prelinguistic stage and in a way that prepares the child for the development of semantic intentions. It follows that the development of an intent to communicate must depend on certain social understandings of the child.
- (2) The child may also have a simple heuristics to guide his social development. Although social rules are not of the same codifiable type as linguistic rules, social and cognitive development must probably proceed in rather similar ways in their relationship to early language development.

SLOBIN [1971 and 1972] has shown that both cognitive development and communicative understanding precede the ability to produce grammatical sentences.

"Children depend on both a prior intent to produce speech and on a social context to interpret it. Apparently, children do not make judgements of grammaticality apart from the social situation; that is, knowing something to say precedes the ability to say it correctly. It seems that competence in both language and cognition proceed developmentally in rather similar ways, through

the acquisition of context-embedded (dependent) rules that the child develops for himself as a free variation on the general principles that are the developmental universals. Although the cognitive principles lead the way, it appears more and more evident that children develop strategies for communication rather than grammatical rules per se, and develop their grammatical knowledge out of the practice of producing and comprehending socially appropriate, or at least acceptable, speech."

GUMPERZ & COOK (1975) describes the problem of linguistic and social rules:

"The gap between what is linguistic and what is social is an abiding problem in child socialization. Existing work in language socialization has brought together two areas of study that intrinsically differ. Since we do not yet have an essentially social concept of language, the relation between the acquisition of language as grammar and the acquisition of social rules and or communicative regulations has seemed somewhat indistinct; apart from an awareness that without language as a means of expression the child's understanding of social principles could not be studied."

So, we may conclude that as for first language acquisition, competence is developed through social contact and social rules.

On the other hand, it has become increasingly clear in the past few years that communicative competence depends on a knowledge of more than the rules of lexicon, grammar, and phonology of the language or language spoken in one's speech community. Hymes, in a number of articles (cf. 1962), and others (SLOBIN, 1967; ERVIN-TRIPP, 1964) have pointed out that such factors as topic, interlocutors, cultural setting, etc., "may determine not only what is talked about but the way it is talked about."

It became clear in the previous pages that in the children's early language acquisition the social rules develop prior or at the same time than linguistic rules, therefore it can be concluded

that it is necessary for the competent speaker of the speech community to know not only the structural rules of his language but also the cultural rules of speaking that dictate the choice of one linguistic variant rather than another in situations in which status of interlocutors is considered relevant. Thus, the competent speaker must have the knowledge that enables him to identify the relevant situations and assign the situationally appropriate status to each of the participating interlocutors. Language has a social cultural and historical dimension. If a person is to function effectively in a speech community, he must be acquainted with the life style of the members of the community. Such an orientation includes an understanding of what the speakers consider to be important and what they talk about.

In other words, cultural and social structural knowledge is necessary for appropriate speech performance. A verbal performer, to be successful, must know what his culture considers humorous, tragic, ironic, and so on. It is probably true that all speech acts in all speech communities involve some cultural or social structural knowledge for their adequate performance and appropriate realization. A speaker whose linguistic competence consisted only of the rules described in a typical linguistic analysis would be an anomaly, and as HYMES (1972) has pointed out, would "spew out utterances that were grammatically correct but situationally inappropriate in both content and form in a machinelike manner," i.e. for communication or interaction to take place, context is essential.

KERNAN argues for interaction and supports his claims on cultural and social knowledge:

"Since competent speech both depends on and displays cultural and social knowledge, it follows that an examination of the speech of individuals will reveal something of their knowledge of social and cultural rules and their application...As a child acquires the sociolinguistic skills that will enable him to become a competent member of his community, he is, at the same time, acquiring the underlying social and cultural knowledge that will allow him to correctly apply those skills to his speech behavior. The study of a child's acquisition of sociolinguistic skills, then, is also a study of his acquisition of at least some aspects of the culture and social structure of his speech community. The acquisition of linguistic and cultural knowledge is, of course, not a matter of separate and mutually exclusive processes. The child does not acquire his knowledge of his culture in a linguistic vacuum and then apply his newly discovered knowledge to his speech behavior. Rather, the processes are interacting, and the knowledge of his culture is both applied to and derived from the verbal interaction in which the child engages." (1975:308).

A normal child and as such the language learner acquires knowledge of sentences not only as grammatical, but also as appropriate."He or she acquires competence as to when to speak, when not and as to what to talk about, with whom, when, where, and in what manner" (HYMES 1972:277). In short, a child becomes able to accomplish a repertoire of speech acts to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, "is integral with attitudes, values and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct" (cf. GOFFMAN, 1956p.477; 1963, p.335; 1964). He has what we may call communicative competence which will be analyzed and discussed in further detail later in this study.

In real life linguistic situations, there are many different ways of saying the same thing and we choose one rather than another according to the criterion of *appropriateness* to the situation and

this acquisition of competency is fed by social experience, needs, and motives. A model of language must be designed with a face toward communicative conduct and social life. The engagement of language in social life has a positive productive aspect. The acquisition of competence for use, indeed, can be stated in the same terms as acquisition of competence for grammar."Within the development matrix in which knowledge of the sentences of a language is acquired, children also acquire knowledge of a set of ways in which sentences are used. From a finite experience of speech acts and their interdependence with sociocultural features they develop a general theory of the speaking appropriate in their community, which they employ, like other forms of tacit cultural knowledge (competence) in conducting and interpreting social life" (cf. GOODENOUGH, 1957; SEARLE, 1967).

In sum, language does not occur in isolation, as CHOMSKY seems to suggest: language occurs in a social context and reflects social as well as linguistic purposes.

1.2.4 - HYMES: Sociological View

From 1970 onwards, the Chomskyan dichotomy has been severely criticized. Reformulations suggested especially by sociolinguists and psycholinguists have had one trace in common: the idea that the notion of competence should cover "not only the capacity of the language user to produce and understand sentences but also all for the adequacy of sentences to situations in which they are used." The notion of *communicative competence* then emerged and has been of great importance in both theoretical and practical linguistics. As regards the concept of *communicative competence* DELL HYMES (1970, 1971, 1972, 1979) is one of the most exponential figures.

According to DELL HYMES (1971) "transformational grammar, so revolutionary in linguistics, has had little effect on language teaching. The most it can offer is alternative strategies for teaching grammar - new ways of teaching the same thing." Linguists as in CHOMSKY and in BLOOMFIELD - is by and large "the study of language structure and the language teacher's emphasis on mastery of structure is then, paralleled by a similar emphasis within linguistics. And in both fields a parallel reaction has taken place. It is a reaction against the view of language as a mere set of structures; it is a reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part."

For HYMES (1979) "Chomskyan linguistics with its narrow concept of competence represents a *Garden of Eden view* which dismisses central questions of use by relegating them to the area of performance."

CHOMSKY's definition (1965:3-4) of linguistic theory as stated previously in this chapter seems almost a "declaration

of irrelavance" to HYMES especially if viewed from the position of children. The difficulties that children and adults encounter appear not even to exist. Since children and adults communicate and interact among themselves, a theory involving socio-cultural factors is required, but this is not what CHOMSKY defends.

HYMES however defends a theory which involves socio-cultural factors:

If one analyses the language of a community as if it should be homogeneous, its diversity trips one up around the edges... Work with children and with the place of language in education requires a theory that can deal with a heterogeneous speech community, differential competence, and the constitutive rule of socio-cultural features... Two things can be said to those whose work requires such a theory. First, linguistics needs such a theory. Concepts that are... basic to linguistics (speaker-listener, speech community, speech act, acceptability, etc.) are... in fact socio-cultural variables. Second... such comparative study of the role of language as has been undertaken, shows the nature and evaluation of linguistic ability to vary cross-culturally; even what is to count as the same language, or variety, to which competence might be related, depends in part upon social factors (1979: 12-13)

Furthermore, according to HYMES, a concern for redefining the notions of competence and performance is found necessary:

The notions of competence and performance need redefinition if a linguistic theory should develop to provide a more constitutive role for socio-cultural factors... the salient contrast, is between the *actual* and the *underlying*... which is a far more general concept of competence than is found in CHOMSKY. For CHOMSKY (cf. REVEL: 1979) competence simply means knowledge of the lan-

guage system: grammatical knowledge... Once competence is viewed as the overall underlying knowledge and ability for language use which the speaker-listener possesses, then... this certainly involves far more than knowledge of (and ability for) grammaticality. (1979: 13-14)

HYMES is therefore concerned with "rules of use". When a speaker communicates with another speaker, he is expected to interact accordingly. A speaker should be able to produce grammatical sentences but also know which sentences are appropriate in a context or to a situation. Otherwise he is not using the language.

Competence as HYMES (1979) puts it, is seen as "overall underlying linguistic knowledge and ability". Competence according to HYMES then includes concepts of "appropriateness and acceptability".

CHOMSKY equates language use with performance (CHOMSKY, 1965, p. 9) and the concept of performance offered by CHOMSKY, (1965, pp. 10-15) omits almost everything of socio-cultural significance. Human life according to HYMES (1979) then seems divided between grammatical competence, "an ideal innately-derived sort of power" and performance, "an exigency rather like the eating of the apple, thrusting the perfect speaker-hearer out into a fallen world." (GARDEN of EDEN view). Little is said about achieving meaningful practice and communicative skills.

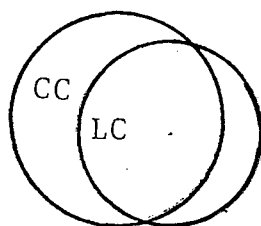
Moreover the notion of performance in one sense is "observable behavior" (CHOMSKY, 1965) and in another, performance is seen as "data". The term performance, according to HYMES, is to be used to refer to "the actual use of language."

HYMES defends his view of competence, stating that CHOMSKY'S view of competence "takes structure as a primary end in itself and tends to depreciate use" whereas his view would be "the overall underlying knowledge and ability for language use which the speaker-listener possesses." In other words, according to HYMES 1979 "competence is dependent upon both (tacit) knowledge and (ability for) use."

ALLEN & WIDDOWSON corroborate this idea:

"The difficulties which the students encounter arise not so much from a defective knowledge of the system of English but from an unfamiliarity with English use and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts" (1979:124).

The quotation describing the following diagram from ALLWRIGHT (1979) illustrates the reason why we should focus on communicative skills.



CC = Communicative
Competence

LC = Linguistic
Competence

"The diagram implies that some areas of linguistic competence are essentially irrelevant to communicative competence, but that, in general, linguistic competence is a part of communicative competence. This part-whole relationship implies, in turn, that teaching comprehensively for linguistic competence will necessarily leave a large area of communicative competence untouched whereas

teaching equally comprehensively for communicative competence will necessarily cater for all but a small part of linguistic competence. If this way of specifying the relationship is generally correct, then, if we really have communication as the major aim of our language teaching, we would be well advised to focus on communicative skills, in the knowledge that this will necessarily involve developing most areas of linguistic competence as an essential part of the product rather than focus on linguistic skills and risk failing to deal with a major part of whatever constitutes communicative competence " (1979:168).

SAVIGNON supports this claim exemplifying the achievement attained by students on language proficiency tests:

"Students who do well on discrete-point tests of language proficiency are not always able to carry on a conversation in the foreign language. Other students enter willingly and effectively into a variety of communicative acts and yet perform poorly on traditional foreign language tests. If this is true, discrete-point tests are testing something less than the skill required for effective communication. The proficiency test may be said to measure linguistic competence while actual use of the language for communication requires communicative competence." (1972:12).

Nevertheless grammatical competence is inseparable from the capacity to use adequately the sentences, so *HYMES* proposes the substitution of the Chomskyan notion of competence for the concept of communicative competence, which would, include several aspects relegated by *CHOMSKY* to the condition of aspects of performance.

"Teachers then must demonstrate how language items are used, and in what situation they are appropriate. They must show learners that a choice of words is possible, indeed necessary and will color the propositional content of what they say." (*WIDDOWSON 1978:3*) It is necessary then for the language teacher to consider communicative functions as well as and in relation to, linguistic forms.

Up to this point the difference between linguistic competence and communicative competence is made clear. SAVIGNON defines each respectively:

"Linguistic competence may be defined as the mastery of the sound system and basic structural patterns of a language. Linguistic competence is typically measured by discrete-point tests consisting of discrete or separate measures of achievement in terms of the elements of language: pronunciation, grammar and vocabulary. Communicative competence may be defined as the ability to function in a truly communicative setting i.e., in a dynamic exchange in which linguistic competence must adapt itself to the total information input."(1972:08)

Someone knowing a language knows more than how to understand, speak, read and write sentences. He also knows how sentences are used to communicative effect. "Teachers must teach in short, the use of language as well as its usage" (WIDDOWSON 1978). This distinction between *use* and *usage* will be drawn in more detail in the summary which follows.

1.2.5 - Usage & Use - Summary

CHOMSKY always mentions that the learning of a language involves "acquiring the ability to compose correct sentences which in turn depends upon a knowledge of the grammatical rules of the language being learned," i.e. linguistic competence. Here we refer to the *usage* of language and CHOMSKY is concerned with *usage*.

The learning of a language as we have already discussed also involves acquiring an understanding of which sentences, or parts of sentences are appropriate in a particular context. As we are generally called upon to produce instances of language use, we at the same time realize it as "meaningful communicative behavior." This means being equipped with communicative competence. Here we refer to the *use* of language and this is what HYMES is concerned with.

In sum, the ability to compose correct sentences is not an easy task. However, this is not the only ability we expect learners to acquire. We also expect them to acquire an understanding of which sentences are appropriate in a particular context. To illustrate this point we will use examples similar to H. G. WIDDOWSON. Students need to learn how these sentences are used and in what situation they are appropriate. Consider the following correct English sentence:

The thieves stole the diamond necklace.

This sentence spoken or written by anyone would be considered correct and the person would be judged to have a good knowledge of the language. The following sentences, however, would give evidence of an inadequate knowledge of the language.

The thieves stolen the diamond necklace.

The thieves stoled the diamond neclace.

Now consider the correct sentence produced by someone in the following context.

(A approaches B in the street)

A. *Could you tell me the way to the bus station, please?*

B. *The thieves stole the diamond necklace.*

Although the sentence is correct, B proves not to have a good knowledge of the language, because he does not respond accordingly to A's question. According to WIDDOWSON [1979], "When we acquire a language we do not only learn how to compose and comprehend correct sentences as isolated linguistic units; We also learn how to use sentences appropriately to achieve a communicative purpose."

Let us consider another example less extreme than the example given above.

A: *What did the thieves do?*

B: *The diamond necklace was stolen by the thieves.*

This example is somehow better than the last one, but as competent speakers of English we notice that B's reply is still in some way the wrong kind of reply. We also notice this in the following combinations of sentences:

A: *What was stolen by the thieves?*

B: *The thieves stole the diamond necklace.*

A: *What happened to the diamond necklace?*

B: *The thieves stole the diamond necklace.*

Now the following exchanges are quite normal.

A: *What did the thieves do?*

B: *They stole the diamond necklace.*

A: *What was stolen by the thieves*

B: *The diamond necklace*

A: *What happened to the diamond necklace*

B: *It was stolen by the thieves*

For WIDDOWSON (1978) "Making an appropriate reply is a matter of selecting a sentence or only part of a sentence which will combine with the sentence used for asking the question. The learning of a language then, involves acquiring the ability to compose correct sentences. But it also involves acquiring an understanding of which sentences, or parts of sentences are appropriate in a particular context. The first kind of ability depends upon a knowledge of the grammatical rules of the language being learned." This knowledge can be demonstrated by producing sentences which have no regard to context:

The thieves stole the diamond necklace.

The lion ran away from the zoo.

Spring is a wonderful season.

Everyone should learn to share.

My life is full of surprises.

That wasn't fair.

We would only be manifesting our knowledge of the language system of English if we produced sentences like this.

According to WIDDOWSON (1978), They would be called "*instances of correct English usage*". In normal circumstances of daily life, however, we are not called upon to simply manifest our knowledge in this way but required to use our knowledge, of the language system so that we can achieve some kind of communicative purpose. So we are called upon to produce *instances of language use*."

In short we do not simply manifest the "abstract system" of the language, we at the same time realize it as "meaningful communicative behavior." Students then, must be equipped with both the use and usage of language in order to achieve communicative competence.

Communicative competence then incorporates "use and appropriateness of use". This competence covers the capacity of the language learner to produce and understand sentences and also the appropriateness of sentences to situations in which they are used in social interaction.

In this chapter we have made a brief review and have discussed the approaches to language teaching, as well as the linguistic theories over the last decades and how these theories influenced and affected language teaching. We have come to the conclusion that the communicative approach to language teaching does not limit the student's capacity to habit formation, to reasoning or structural knowledge; communicative competence involves social interaction and "caters for all but a small part of linguistic competence." The structural behavioristic approach and the generative transfor-

mational mentalist approach, however, are valid once they are considered as part of communicative competence. The implications involved also led us to make a distinction between linguistic and communicative competence. We have also analyzed the notion of competence ranging from linguistic, ethnological, sociological to psychological views. We have been critical of CHOMSKY'S views and have found HYME'S views quite reasonable and meaningful. We found that the distinction that WIDDOWSON pointed out between *usage* and *use* relates to the distinction made between linguistic competence and communicative competence. The kind of competence we have chosen to test in this research is the communicative competence of outgoing teachers of the English language. In the next Chapter we will describe the methodology of this research as regards the design of the study, the population involved, the characterization of Universities and staff, the procedures taken and the criteria for the evaluation of the communicative competence test model.

II METHODOLOGY

CHAPTER II

M E T H O D O L O G Y

The research described herein focuses on the ability of CC; on the development of tests of CC suited to the last phase level of University English language students; on the use and application of these tests to measure the effectiveness of training in communicative skills. This Chapter then, is divided into four headings: The design of the study, the population involved, the procedures followed and the criteria for evaluation established.

2.1- - Design of the Study (Experimental Design)

Five groups of last phase University English language students participated in this research. They were chosen from five Universities along the coastline of Santa Catarina. A questionnaire (*cf. APPENDIX I*) was administered to all students to characterize and identify the typical student.

Questions regarding the place of their elementary and high school studies as well as their enrollment in private English language courses such as IBEU, CCAA, FISK etc were included in order to select the students and divide them adequately. Students having lived in the USA, UK, or whatever other English speaking country for more than a month and students having studied at these private English language courses illustrated above for more than four semesters were not considered typical students. The typical student is one who is a product of the University having studied the language in only a formal learning situation at University level. These students also indi-

cated the reasons for having taken the English language course. The desire to be an English teacher was a condition for the subject selection.

2.2 - Population

The number of students selected to be tested were 30(thirty) out of 56(fifty-six). The other 26(twenty-six) students were not included in the study. Either they did not intend to become English language teachers or they were not products of the University since they had studied for more than four semesters in private English language courses. The products of the University were divided as well. There were the products and products + (plus). By *product* alone we mean students having mastered the English language only in a formal learning situation at University level and by *product* + we mean those students who besides the formal learning situation at University level had also had from one to four semesters of English at any private English language course, either before or during the English language course at University level. We were able to compare the scores attained by the two groups and find out the difference of average between both *product* and *product* + since both will eventually be English teachers. None of the students included in the study had ever been to the USA or UK before except one who had stayed in England for a month.

Most of the students that I tested were female which is normal since the percentage of females in the English language courses at Brazilian Universities is considerably high. Their ages range mostly from 21 (twenty-one) to 26(twenty-six) years old. As for the place where they accomplished their elementary and high school studies, most of them studied in the south region of Brazil in the state of

Santa Catarina although four of these students studied in the Southwest region of Brazil. All the students except 9(nine) had taken private English language courses either before and/or during the English language course at University level. Almost everyone worked from 4 four to 8 eight hours daily. Eight of these thirty students taught English to children either at private language or at public schools. And all of these students chose to take the English language course at University level so that they could become English language teachers. For further detail on the population involved check Appendix III.

2.3 - Characterization of Universities and Staff

TABLE 1 presents the number of credit hours in language and literature at the five Universities.

TABLE 1 - NUMBER OF CREDIT HOURS IN LANGUAGE AND LITERATURE

Universities	I		II		III		IV		V	
Phase	Lan- guage	Liter- ature	Lan- guage	Liter- ature	Lan- guage	Liter- ature	Lan- guage	Liter- ature	Lan- guage	Liter- ature
1	6	0	4	0	0	0	0	0	6	0
2	6	0	4	0	4	0	9	0	6	0
3	6	0	4	0	4	0	5	0	6	0
4	6	0	4	0	4	0	4	4	6	4
5	6	0	4	3	4	6	6	5	6	4
6	6	4	4	3	4	6	5	0	6	4
7	4	4	4	3	4	4	-	-	6	4
8	0	4	4	3	4	4	-	-	4	4
Total of credits	40	12	32	12	28	20	29	09	46	20
hours/ class	600	180	480	180	420	300	435	135	690	300

In TABLE 1 University I had the total number of 52 credits in language and literature which amounted to 780 hours. The total number of credits at University II was 44 therefore a total of 660 hours. University III had 48 credits in all amounting to 720 hours. University IV, a total number of 38 credits summing up to a total of 570 hours and University V had a total number of 68 credits which amounted to 1020 hours.

According to BOHN's research (1982) of 20 (twenty) English language courses at University level throughout Brazil, the number of credit hours [cf. APPENDIX III] at the Universities ranged from a total of 28 to a total of 65 credits thus from a total of 420 to 975 hours. University I with a total of 780 hours then, would be in seventh place according to the data collected and presented at the IV SEMPUI University II with a total of 660 hours would be in tenth place. University III in eighth place with a total of 720 hours. University IV is in fourteenth place with a total of 570 hours and University V in first place with a total of 1020 hours.

As for teacher qualification at University I there were three, Brazilian teachers, two with a Master's degree and one with specialization. At University II there were four Brazilian teachers, two teachers with specialization and two with a Bachelor's degree. University III was made up of three teachers all with Bachelor degrees. There were five teachers at University IV, one American and the rest Brazilian, two with a Master's degree, two with Specialization and one with a Bachelor's. At University V there were nine teachers among them were three Americans, an Englishman and five Brazilians. Three teachers had Ph.D degrees, five Master's and one with Specialization.

TABLE 2 summarizes the number of staff and qualifications of the five Universities.

TABLE 2 - NUMBER OF TEACHERS ON STAFF AND QUALIFICATIONS

Universities Staff Qualification	I	II	III	IV	V
B.A.	0	2	3	1	0
Specialization	1	2	0	2	1
Master's	2	0	0	2	5
Ph.D.	0	0	0	0	3
Total	3	4	3	5	9

As far as literature classes were concerned, Universities I, II, III and IV conducted them in Portuguese. University II claims to have conducted them in English as well. University V only conducted them in English.

In this Section we have described the most relevant data as regards the population, the number of credit hours of the English language and literature classes, the teachers' qualification and the foreign language program regarding literature classes and the language in which these classes were conducted at the five Universities.

2.4 - Procedures

After having selected the typical students, a series of tests based on SAVIGNON's test model designed to measure communicative competence were administered to the 30 students at the conclusion of the second semester of 1981. Each student was tested individually in a variety of communicative settings. The total testing

time for each student was thirty minutes. There were four settings in which the student was evaluated. These settings included:

- 1) *a discussion with a native speaker of English;*
- 2) *an interview of a native speaker of English;*
- 3) *the reporting of facts about oneself or one's recent activities;*
and
- 4) *a description of ongoing activities.*

These settings were tape-recorded for later evaluation. The instructions for administering the test (cf. APPENDIX II) were read in Portuguese to make sure that the student understood the procedures. Before each part of the test, the administrator would read the instructions in Portuguese and would inform the time allotted for that part. For SAVIGNON(1972), these tests were designed to assess a student's ability to use the English he has learned in a variety of very practical situations." Most of the testing situations were sufficiently flexible so that no specific lexical or syntactical knowledge was required. The emphasis was "not on how something was said" but rather on "whether anything meaningful was said at all." The students were to concentrate therefore, not so much on speaking perfect English but to try their very best to express their ideas and to make themselves understood. The student was free to say "what he meant" instead of being limited to saying "what he already knew how to say."

The communicative competence of the students was tested in the following way. The student's ability to communicate was measured in four different communicative contexts as mentioned above on the model of SAVIGNON's test model: Discussion, Information-getting, Reporting and Description.

DISCUSSION to SAVIGNON was designed as an "informal interaction between the student and a native speaker of English who also knows Portuguese." The objective of the exercise was to see how much information the student and the native speaker could exchange on an assigned topic in

the four minutes allowed to speak. Three topics were randomly assigned:

- 1) *A large city has more to offer in terms of cultural and academic activities than a small city;*
- 2) *All students should be required to study a foreign language;*
- 3) *Students should be given more voice in University administration.*

The native speaker helped the student to express himself by supplying English vocabulary when asked and repeating or translating where needed. The atmosphere was not one of *testing* the student but rather of "teamwork between the student and the native speaker." Students were encouraged to use gestures to help convey meaning, just as they would do if they were talking to an English speaker in the USA or UK, and even to use an occasional Portuguese word.

INFORMATION-GETTING to SAVIGNON represented "a formalized interaction with a *very English* native speaker who responded only to what he understood and therefore made no attempt to help the student". Students were supposed to interview the native speaker and to gather all the information they could about him in the four minutes they were allowed to speak. They could jot down notes as they talked and then write up the interview in Portuguese. It was explained to the student that the native speaker would not understand any Portuguese and would be unable to help him formulate his questions. Students knew beforehand that evaluation was based on the amount of information they reported as well as on the manner in which they conducted the interview. At the end of the interview the student was given 2 minutes to write down in Portuguese all the information he was able to gather about the native speaker.

REPORTING Students were told to talk first in Portuguese and then in English on an assigned topic in the four minutes allowed to speak. This technique was used to let students organize their ideas on the topic before talking about it in

English. It was stressed, however, that they did not need to say the same things in English that they said in Portuguese. Three discussion topics were randomly assigned:

- 1) *Your town and all the interesting things;*
- 2) *Your life at the University this semester;*
- 3) *What you generally do on your vacation.*

According to SAVIGNON's (1972) timing "the students were given one minute to talk first in Portuguese on one of these topics. The English part of the exercise then lasted three minutes." The same timing was used for this test, as well.

DESCRIPTION was a test of the student's "ability to describe an ongoing activity. It was explained to the student that an actor would enter the room and perform a variety of actions." The actor would wait a while to allow the student to describe him and then would begin to perform slowly and deliberately the actions selected. This part of the test lasted 3 minutes.

Transcriptions of the CC test are found in Appendix V.

As the reader can observe the parts on Discussion and Information-Getting involved the two abilities of listening comprehension and oral production. On the other hand, our test is really biased towards oral production in opposition to listening in Reporting and Description.

2.5 - Evaluation

Evaluation of student success in the communicative settings were in terms of the amount of information received or conveyed. Communication was not measured in terms of linguistic accuracy. As regards the 30(thirty) students, 20 of them were evaluated, scored and each part of the test was transcribed from the recordings. The other 10 (ten) were left out since there was hardly any communication

to evaluate, score and transcribe.

A total of 10 separate items of evaluation were made for each student along the four context settings of the test. These evaluations included objective measures of the amount of information conveyed or received in the different communicative settings as well as more subjective evaluations of comprehensibility, fluency, poise efforts and the ability to initiate and to conclude an interview. A six point scale was used to rate each communicative setting. This six-point scale will be described in further detail after establishing the criteria for evaluation (Cf. APPENDIX IV).

As regards the evaluation of student performance in the four communicative contexts described previously, specific factors were established to determine student success. Two factors were set for Part I Discussion: "1) effort to communicate and 2) amount of communication." Effort to communicate was defined as "the student's willingness to express himself. Did he attempt an answer? How well did he sustain contact with the native speaker? Did he use gestures to help express himself?" To assess the amount of communication which took place, the native speaker asked himself "how well he understood the student's views on the topic of discussion." A six-point scale was used in rating both the effort to communicate and the amount of communication.

Four factors were established for evaluating communicative competence in Part II Information Getting: "1) comprehensibility and suitability of introduction, 2) naturalness and poise, or the ability of the student to keep the interview in hand, 3) comprehension by the native speaker, the degree of hesitation in interpreting the student's questions, the number of repetitions, and 4) the comprehensibility and suitability of the conclusion." The amount of communication was also scored: how many accurate statements about the na

tive speaker was the student able to make at the conclusion of the interview? The student's performance was evaluated on the four criteria using again a six-point scale. The amount of communication which took place was obtained by counting the number of correct statements written in Portuguese by the student. The native speaker would check these write-ups for accuracy. One point was given for every three items of information correctly recorded. The student was expected to have at least 15 (fifteen) correct statements written down since he had four minutes.

Parts III Reporting and IV Description were evaluated from the tape recordings then transcribed in written form for a more precise evaluation. The native speaker used a six-point scale to rate each performance on each of Parts III and IV in terms of "1) fluency and 2) comprehensibility." Fluency was defined as "the effort made by the student to speak. How much did he try to say?" Fluency was rated according to the six-point scale on pages 55-56. Comprehensibility was defined as "the extent to which the native speaker felt he understood what was said." For Part III, one point was given for every three complete ideas understood by the native speaker. The student was expected to convey at least 15 (fifteen) complete ideas for a perfect score. "The definition of a *complete idea* was of course, arbitrary, but guidelines were quickly established which were easy to follow." For instance, *Travelling... education* would not receive a point whereas *Travelling is one of the best forms of education* would. Thus in general, "isolated vocabulary items were ignored and credit given only for meaningful combinations of words." On the other hand, "there was no penalty for linguistic errors where these did not affect meaning."

For Part IV, "accuracy of evaluation was controlled by comparing the student's description as recorded by the native speaker

with the actor's account of what he had done. One point was given each item of correct information." Thus in the description of the actor, *shirt* received half a point while a *blue striped shirt* for example, received one point. The description of the actor's appearance could receive 6(six) points in all. In the description of the actor's activities later on in this part one point was given for each activity described. Thus, ... *carrying a load of books* received one point whereas no credit was given *books* alone. There were 44 (forty-four) activities performed by the actor. The activities (cf. APPENDIX III) were varied and could be easily applied in classroom situations in language courses in order to have student's develop and increase the language skill needed for describing. These activities gave a total of 44 points plus the 6 (six) points as regards the actor's appearance which then amounts to 50 (fifty) points. On a six point scale 0-5. 0 (zero) would equal from 0 to 5 points achieved; 1 (one) would equal from 6 to 9 points; 2 (two) from 10 to 20; 3 (three) from 20 to 30 ; 4 (four) from 30 to 40 and 5 (five) from 40 to 50 points.

The student was rated on the basis of what is considered to be the highest performance attainable by an English language student with high motivation and aptitude during a 4 (four) year University course.

We try to express this level of performance by the descriptors of scale 5 (five). As mentioned previously a six - point scale was used to rate each communicative setting. These guidelines were used in evaluating student success.

0 : student fails to respond. Student's response is likely to be misunderstood/misinterpreted by native speaker of English. Almost no communication whatsoever, no manifestation.

1 : - some manifestation

- guessing communication: "I guess you wanted to say

that..." Listener has to guess.

- some signs of communication although sketchy ones.
 - A response no matter how inaccurately produced, that makes the student understood.
- 2 : - No guessing communication but still full of problems.
- Limited number of communicative units.
 - Comprehensible and reasonably appropriate responses with quite serious faults.
- 3 : - Student conveys meaning but linguistically poor
- Communication occasionally disturbed by mistakes
 - The student can communicate and understand effectively
 - Complex situations still prove troublesome.
- 4 : - Speaker produces a variety of communicative acts
- Good communication
 - Certain fluency - socially acceptable
 - Complex situations still prove troublesome
- 5 : - Close to native production:
- fluency
 - rhythm
 - accuracy
 - appropriateness
 - handling complex situations
 - variety of communicative acts.

When not sure about evaluation, the researcher would go back and check and listen to the same student several times until the researcher could be sure of the performance of the student in the different skills.

As for the student's PRONUNCIATION GRAMMAR and VOCABULARY, the following guidelines established by ARELS Examination Trust (1978) were used to evaluate student success.

PRONUNCIATION

- 0 : unintelligible
- 1 : poor pronunciation
- 2 : fair control
- 3 : very few errors but hesitant
- 4 : accurate control
- 5 : fluent and with natural pace

GRAMMAR

- 0 : unintelligible
- 1 : so foreign as to make it difficult to understand
- 2 : inaccurate
- 3 : hesitant but generally accurate
- 4 : reasonable range and command of structures, very few inaccuracies
- 5 : good range and fluent command of structures

VOCABULARY

- 0 : unintelligible
- 1 : extremely elementary
- 2 : elementary and repetitive
- 3 : fair control
- 4 : varied and appropriate
- 5 : good control; variety in range and style

As for the student's FLUENCY, students success was rated according to the following guidelines partially established by VALETTE (1969) and found also in LEVINE (1976:132)

FLUENCY

- 0 : many pauses and hesitations (this is not to imply that there are no pauses and hesitations in normal speech).
- 1 : slow speech, but still with many pauses and hesitations.
- 2 : slow speech with fewer pauses and hesitations.
- 3 : (almost) normal conversational tempo.
- 4 : normal conversational tempo.

The procedure to evaluate the student's performance in these skills were the following:

First the student was evaluated as a whole. Grammar and Vocabulary were evaluated from the information taken from the transcriptions of the four parts of the CC test.

Pronunciation and Fluency were evaluated from the recordings of the four parts of the CC test.

As regards the transcriptions, the pauses and hesitations made by the students were marked accordingly.

These four skills were evaluated because they are related to the communicative skills tested. After all, difficulties to communicate can lead the student to express within a narrow range of vocabulary and inadequate grammar can disturb communication and affect meaning although there is no penalty for linguistic errors but as long as these do not affect meaning. If the speaker's pronunciation is unintelligible and after every second word he pauses and makes many hesitations, the listener just might give up listening. These four skills of pronunciation, grammar, vocabulary and fluency therefore are essential to communication.

Immediately upon completing the communicative competence test, each student was asked to write his reactions (in Portuguese) to the experience. The evaluation form asked two questions:

- 1) What, briefly, is your impression of the oral examination you have just completed?
- 2) Were any aspects of the test particularly difficult for you? If so, why?

This information is basically here for the Discussion Chapter so that I can pinpoint the causes of the problem of communicative competence of future English language teachers. The quotes representative of the reactions to the experience of the students will appear in the next Chapter where we shall present the data analysis and results of the communicative competence test model.

III DATA ANALYSIS AND RESULTS

CHAPTER III

DATA ANALYSIS AND RESULTS

In this Chapter we are going to present and describe the most relevant data of this research as regards the results of student success in the four parts of the communicative competence test model of the English language administered at five Universities along the coastline of Santa Catarina.

The results obtained by the prospective teachers of English in the communicative competence test model will be analyzed as a whole and then in parts in order to reveal student and university success in each of the communicative contexts.

3.1 - Level of Communicative Competence in Listening and Speaking of the Population in the Communicative Competence Test Model.

Tables 3 to 8 present the data as regards the scores attained on a six-point scale by the prospective teachers of English in the communicative competence test at each University. The six-point scale consists of the numbers 0 to 5. For the meaning of these numbers check back on the Methodology Chapter pages 55-56.

The student's ability to communicate was measured in four different communicative contexts: *DISCUSSION*, *INTERVIEW*, *REPORTING* and *DESCRIPTION* and a total of ten separate items of evaluations were made for each subject. Each table describes the evaluation of student success on a six-point scale of *products* and *products +* at each University. The total number of points were multiplied by two to give the average of each product on a 100% basis and then the a-

verages of *products* and *products +* were established in order to set up the average of each University as a whole.

TABLE 3 - EVALUATION OF STUDENT SUCCESS OF PARTS I-IV:

UNIVERSITY I

PART	Evaluation of Student Success	UNIVERSITY I			
		Product		Product +	
		A	B	C	D
I	<u>DISCUSSION</u>				
	1. effort to communicate	1	2	1	3
	2. amount of communication	1	1	1	3
II	<u>INTERVIEW</u>				
	1. comprehensibility and suitability of introduction	2	1	1	3
	2. naturalness and poise	2	2	2	3
	3. comprehension by the native speaker	3	1	3	3
	4. comprehensibility and suitability of conclusion	1	1	1	2
III	<u>REPORTING</u>				
	1. fluency	1	1	1	2
	2. comprehensibility	1	2	1	2
IV	<u>DESCRIPTION</u>				
	1. fluency	2	1	2	3
	2. comprehensibility	2	2	2	3
M	Mean	1.6	1.4	1.5	2.7
	(M.2) 10. = %	32%	28%	30%	54%
A V E R A G E		30%		42%	

As we can see in TABLE 3, out of 40 scores we had: no 0's; seventeen 1's; fourteen 2's; nine 3's; no 4's; and no 5's; which comes out to a general average performance of 36%.

TABLE 4 - EVALUATION OF STUDENT SUCCESS OF PARTS I-IV:

UNVIERSITY II

PART	Evaluation of Student Success	UNIVERSITY II			
		Product		Product +	
		A	B	C	D
I	<u>DISCUSSION</u>				
	1. effort to communicate	1	1	3	2
	2. amount of communication	0	0	3	2
II	<u>INTERVIEW</u>				
	1. comprehensibility and suitability of introduction	0	0	3	2
	2. naturalness and poise	0	0	3	2
	3. comprehension by the native speaker	1	1	3	2
	4. comprehensibility and suitability of conclusion	0	0	3	2
III	<u>REPORTING</u>				
	1. fluency	0	0	3	2
	2. comprehensibility	1	1	3	2
IV	<u>DESCRIPTION</u>				
	1. fluency	0	0	5	2
	2. comprehensibility	1	1	5	2
M	Mean	0.4	0.4	3.4	2.0
	(M 2) 10 = %	08%	08%	68%	40%
	AVERAGE	08%		54%	

In TABLE 4, out of 40 scores we had twelve 0's; eight 1's; ten 2's; eight 3's; no 4's and two 5's which comes out to a general average performance of 31%.

TABLE 5 - EVALUATION OF STUDENT SUCCESS OF PARTS I-IV:

UNIVERSITY III

PART	Evaluation of Student Success	UNIVERSITY III			
		Product		Product +	
		A	B	C	D
I	<u>DISCUSSION</u>				
	1. effort to communicate	1	1	3	3
	2. amount of communication	1	1	3	2
II	<u>INTERVIEW</u>				
	1. comprehensibility and suitability of introduction	1	1	2	2
	2. naturalness and poise	2	1	2	2
	3. comprehension by the native speaker	1	1	3	2
	4. comprehensibility and suitability of conclusion	1	0	3	2
III	<u>REPORTING</u>				
	1. fluency	1	1	2	2
	2. comprehensibility	1	1	3	3
IV	<u>DESCRIPTION</u>				
	1. fluency	0	1	2	2
	2. comprehensibility	0	1	3	2
M	Mean	0.9	0.9	2.6	2.2
(M.2) 10 = %		18%	18%	52%	44%
A V E R A G E		18%		48%	

As for TABLE 5, out of 40 scores we had three 0's; sixteen 1's; thirteen 2's; eight 3's, no 4's; and no 5's which comes out to a general average performance of 31% as well.

TABLE 6 - EVALUATION OF STUDENT SUCCESS OF PARTS I-IV:

UNIVERSITY IV

PART	Evaluation of Student Success	UNIVERSITY IV			
		Product		Product +	
		A	B	C	D
I	<u>DISCUSSION</u>				
	1. effort to communicate	1	1	1	3
	2. amount of communication	1	0	1	2
II	<u>INTERVIEW</u>				
	1. comprehensibility and suitability of introduction	1	0	2	0
	2. naturalness and poise	2	1	2	3
	3. comprehension by the native speaker	2	1	2	2
	4. comprehensibility and suitability of conclusion	1	1	2	2
III	<u>REPORTING</u>				
	1. fluency	1	1	1	1
	2. comprehensibility	1	1	2	2
IV	<u>DESCRIPTION</u>				
	1. fluency	0	1	1	2
	2. comprehensibility	1	1	2	2
M	Mean	1.1	0.8	1.6	1.9
(M.2) 10 = %		22%	16%	32%	38%
A V E R A G E		19%		35%	

In TABLE 6, out of 40 scores we had four 0's; twenty 1's; fourteen 2's; two 3's; no 4's and no 5's which comes out to a general average performance of 27%.

TABLE 7 - EVALUATION OF STUDENT SUCCESS OS PARTS I-IV:

UNIVERSITY V

PART	Evaluation of Student Success	UNIVERSITY V			
		Product		Product +	
		A	B	C	D
I	<u>DISCUSSION</u>				
	1. effort to communicate	3	3	4	2
	2. amount of communication	3	3	4	2
II	<u>INTERVIEW</u>				
	1. comprehensibility and suitability of introduction	2	3	4	3
	2. naturalness and poise	4	4	4	2
	3. comprehension by the native speaker	4	4	4	3
	4. comprehensibility and suitability of conclusion	3	3	4	3
III	<u>REPORTING</u>				
	1. fluency	3	3	4	3
	2. comprehensibility	3	4	4	3
IV	<u>DESCRIPTION</u>				
	1. fluency	3	4	4	3
	2. comprehensibility	3	4	4	3
M	Mean	3.1	3.5	4.0	2.7
(M.2) 10 = %		62%	70%	80%	54%
A V E R A G E		66%		67%	

As we can see in TABLE 7, out of 40 scores, we had no 0's; no 1's; four 2's; nineteen 3's; seventeen 4's and no 5's which comes out to a general average performance of 66,5%.

TABLE 8 presents the general averages of the Universities and the averages of the skills, i.e. of each criterion established for evaluating the four parts of the communicative contexts, and these averages are given in percentages.

TABLE 8 - GENERAL AVERAGES OF UNIVERSITIES AND SKILLS OF PARTS I-IV
N = 4 (for all schools)

UNIV. Skills	TOTAL I	TOTAL II	TOTAL III	TOTAL IV	TOTAL V	General average of skills
I	35	35	40	30	60	40
	30	25	35	20	60	34
II	35	25	30	15	60	33
	45	25	35	40	70	43
	50	35	35	35	75	46
	25	25	30	30	65	35
III	25	25	30	20	65	33
	30	35	40	30	70	41
IV	40	35	25	20	70	38
	45	45	30	30	70	44
General Average of Universities	36%	31%	33%	27%	66,5%	38,7%

As for the total average of skills of each criterion the highest average was 46%, the lowest average was 33%. The total averages of the five Universities ranged from a 27% average to a 66,5% average which comes out to a general average performance of 38,7%.

Tables 9,10,11 and 12 present the total averages of the criteria established for each communicative context. These tables would present the total average of each part of the test. The average of each criterion was provided from TABLE 6 and the averages of the criteria of each part were summed up and divided accordingly to reach a total average to facilitate the description of the results and get an overall view of student success.

TABLE 9 gives the total average of the first part of the test which was an informal *DISCUSSION* between the student and a native speaker who also knows portuguese. The effort to communicate and the amount of communication were the two criteria established to determine student success.

TABLE 9 - GENERAL EVALUATION OF STUDENT SUCCESS OF PART I
DISCUSSION

PART	DISCUSSION	UNIVERSITIES					General average of skills
		I	II	III	IV	V	
I	1. effort to communicate	35	35	40	30	60	40
	2. amount of communication	30	25	35	20	60	34
General Average of Universities		32,5	30	37,5	25	60	37%
TOTAL AVERAGE							

The total average of the five Universities was 37% out of 100%. University IV attained the lowest average of 25% while University V reached an average of 60% which was the highest score attained. The averages of Universities I, II and III range from 30 to 37.5% which are considerably low ones compared to that of University V.

TABLE 10 represents the second part of the test that consists of an INTERVIEW in which the student is to find out as much as he can about the native speaker. There were four criteria established to evaluate student success: comprehensibility and suitability of introduction; naturalness and poise; comprehension by the native speaker; comprehensibility and suitability of conclusion.

TABLE 10 - GENERAL EVALUATION OF STUDENT SUCCESS OF PART II
INTERVIEW

PART	INTERVIEW	UNIVERSITIES					General average of skills
		I	II	III	IV	V	
II	1. comprehensibility and suitability of introduction	35	25	30	15	60	33
	2. naturalness and poise	45	25	35	40	70	43
	3. comprehension by the native speaker	50	35	35	35	75	46
	4. comprehensibility and suitability of conclusion	25	25	30	30	65	35
General Average of Universities		38,75	27.5	32.5	30	67.5	39,25%
TOTAL AVERAGE							

The total average of 39,25% was attained of the five Universities. Again University V scored the highest with a 67,5% average and Universities II and IV with the lowest averages of a 27,5% and a 30% average respectively. University I attained a 38,7% and III a 32,5% average.

TABLE 11 refers to the third part of the test which is *REPORTING* and the student was expected to talk in English on an assigned topic for 3 minutes. Fluency and comprehensibility were the two criteria establish to evaluate the student's communicative competence.

TABLE 11 - GENERAL EVALUATION OF STUDENT SUCCESS OF PART III
REPORTING

PART	REPORTING	UNIVERSITIES					General Average of skills
		I	II	III	IV	V	
III	fluency	25	25	30	20	65	33
	comprehensibility	30	35	40	30	70	41
General. Average of Universities		27.5	30	35	25	67.5	37%
				TOTAL AVERAGE			

The total average of the five universities was a 37% average. University V continues ahead of the others with a 67,5% average. University IV with the lowest average of 25%. University I attained a 27,5% and Universities II and III a 30% and a 35% average respectively.

TABLE 12 The last part of the test was a Description. The student was supposed to describe an ongoing activity and the two criteria of evaluation were fluency and comprehensibility.

TABLE 12 - GENERAL EVALUATION OF STUDENT SUCCESS OF PART IV

PART	DESCRIPTION	UNIVERSITIES					General Average of skills
		I	II	III	IV	V	
IV	fluency	40	35	25	20	70	38
	comprehensibility	45	45	30	30	70	44
General Average of Universities		42,5	40	27,5	25	70	41%
TOTAL AVERAGE							

The total average of the five Universities was a 41% average. University V attained a 70% average, the highest of all, the next highest average was University I with a 42,5% average. University IV attained the lowest average of 25%, while University III attained a 27,5% average. As for University II a 40% average was attained. In fact a *product +* at University II contributed considerably to the average on this last part of the test. The *product +* had not taken private English language courses for more than 4 semesters but attended high school in São Paulo where conversation practice was much adopted in class.

Tables 13, 14, 15, 16 and 17 illustrate the evaluation of student success on a six-point scale of Part II - Interview - of the CC test concerning the amount of communication conveyed by the *products* and *products +* of the Universities. Table 18 presents a big picture of general averages on the amount of communication of

Part II. As regards the evaluation established on a six-point scale the student was expected to have written down at least 15 (fifteen) complete thoughts in the 4 (four) minutes allotted. For instance, if a student asked the native speaker whom he was interviewing, what he most enjoys doing in his spare time and the native speaker answered. "I enjoy swimming, playing the piano and singing", the student would be expected to write down (in Portuguese) what he understood. Afterwards, the recording would be checked to find whether the answers written down by the student match with the answers of the native speaker recorded. On a six-point scale then, 0 to 2 complete thoughts written down is a "0"; 3 to 5 complete thoughts is a "1"; 6 to 8 is a "2"; 9 to 11 is a "3"; 12 to 14 is a "4" and 15 complete thoughts on is a "5".

The factor (amount of communication) of Part II was scored separately because this part involved not only the abilities to listen and speak but also the ability to write down (in Portuguese) what was understood.

TABLE 13 - EVALUATION OF STUDENT SUCCESS ON AMOUNT OF COMMUNICATION OF PART II: UNIVERSITY I

PART	Evaluation of student success	UNIVERSITY I			
		<i>product</i>		<i>product +</i>	
		A	B	C	D
II	amount of communication	1	1	2	3
n° x 20 = % TOTAL		20%	20%	40%	60%
A V E R A G E		20		50	

The total average of University I was 35% out of 100%. The products attained a 20% average whereas the *products +* a 50%.

TABLE 14 - EVALUATION OF STUDENT SUCCESS ON AMOUNT OF COMMUNICATION
OF PART II: UNIVERSITY II

PART	Evaluation of student success	UNIVERSITY II			
		<i>product</i>		<i>product +</i>	
		A	B	C	D
II	amount of communication	1	1	4	2
n° x 20 = % TOTAL		20%	20%	80%	40%
A V E R A G E		20%		60%	

The total average of University II was 40%. The products attained a 20% average whereas the *products +* 60%.

TABLE 15 - EVALUATION OF STUDENT SUCCESS ON AMOUNT OF COMMUNICATION
OF PART II: UNIVERSITY III

PART	Evaluation of student success	UNIVERSITY III			
		<i>product</i>		<i>product +</i>	
		A	B	C	D
II	amount of communication	1	1	3	2
n° x 20 = % TOTAL		20%	20%	60%	40%
A V E R A G E		20%		50%	

The total average of University III was 35%. The products attained a 20% average whereas the *products +* 50%.

TABLE 16 - EVALUATION OF STUDENT SUCCESS ON AMOUNT OF COMMUNICATION
OF PART II: UNIVERSITY IV

PART	Evaluation of student success	UNIVERSITY IV			
		<i>product</i>		<i>product +</i>	
		A	B	C	D
II	amount of communication	1	1	2	2
n° x 20 = % TOTAL		20%	20%	40%	40%
A V E R A G E		20%		40%	

The total average of University IV was 30%. The products attained a 20% average whereas the *products +* 40%.

TABLE 17 - EVALUATION OF STUDENT SUCCESS ON AMOUNT OF COMMUNICATION
OF PART II: UNIVERSITY V

PART	Evaluation of student success	UNIVERSITY V			
		<i>product</i>		<i>product +</i>	
		A	B	C	D
II	amount of communication	3	3	4	3
n° x 20 = % TOTAL		60%	60%	80%	60%
A V E R A G E		60%		70%	

The total average of University V was 65%. The *products* attained a 60% average whereas the *products +* 70%.

TABLE 18 - GENERAL EVALUATION OF STUDENT SUCCESS ON AMOUNT OF COMMUNICATION OF PART II

PART	Evaluation of student success	UNIVERSITIES				
		I	II	III	IV	V
II	amount of communication	35%	40%	35%	30%	65%

The total average of 41% was the score attained of the five Universities. University V attained the highest score with a 65% average. University IV scored the lowest of 30%. Both Universities I and III scored a 35% average and University II a 40% average.

Tables 19, 20, 21, 22 and 23 present evaluation of student success on a six-point-scale as regards pronunciation, grammar, vocabulary and fluency of the *product* and *products* + of the Universities.

The Skill of Fluency in Tables 19-23 evaluates the four parts of the CC test previously described and not only Parts III and IV. Parts I and II involve the quality of interaction so we can expect discrepancies in the scores.

TABLE 19 - EVALUATION OF STUDENT SUCCESS ON PRONUNCIATION, GRAMMAR, VOCABULARY, AND FLUENCY: UNIVERSITY I

Evaluation of student success	UNIVERSITY I			
	<i>product</i>		<i>product</i> +	
	A	B	C	D
Pronunciation	2	2	2	3
Grammar	2	1	1	2
Vocabulary	1	2	1	3
Fluency	2	1	1	2
n° x 5 = % TOTAL	35%	30%	25%	50%
A V E R A G E	32,5%		37,5%	

In Table 19, out of 16 scores we had no 0's; six 1's; eight 2's; two 3's; no 4's and 5's. The *products* attained a 32,5% whereas the *products +* a 37,5%, which comes out to a general average performance of 35%.

TABLE 20 - EVALUATION OF STUDENT SUCCESS ON PRONUNCIATION, GRAMMAR, VOCABULARY, AND FLUENCY: UNIVERSITY II

Evaluation of student success	UNIVERSITY II			
	<i>product</i>		<i>product +</i>	
	A	B	C	D
Pronunciation	1	1	3	2
Grammar	1	1	3	1
Vocabulary	1	1	4	1
Fluency	0	1	4	1
n° x 5 = % TOTAL	15%	20%	70%	25%
A V E R A G E	17,5%		47.5%	

In Table 20, out of 16 scores we had one 0; ten 1's; one 2; two 3's; two 4's; and no 5's. The *products* attained a 17,5% average whereas the *products +* a 47,5% which comes out to a general average performance of 32,5%.

TABLE 21 - EVALUATION OF STUDENT SUCCESS ON PRONUNCIATION, GRAMMAR, VOCABULARY, AND FLUENCY: UNIVERSITY III

Evaluation of student success	UNIVERSITY III			
	<i>product</i>		<i>product +</i>	
	A	B	C	D
Pronunciation	1	1	2	1
Grammar	1	1	3	2
Vocabulary	1	1	2	2
Fluency	1	1	2	1
n° x 5 = % TOTAL	20%	20%	45%	30%
A V E R A G E	20%		37,5%	

In Table 21, out of 16 scores we had no 0's; ten 1's; five 2'; one 3, no 4's and 5'. The *products* attained a 20% average whereas the *products +* a 37,5% which comes out to a general average performance of 28,75%.

TABLE 22 - EVALUATION OF STUDENT SUCCESS ON PRONUNCIATION, GRAMMAR, VOCABULARY, AND FLUENCY: UNIVERSITY IV

Evaluation of student success	UNIVERSITY IV			
	<i>product</i>		<i>product +</i>	
	A	B	C	D
Pronunciation	1	2	2	3
Grammar	0	1	2	2
Vocabulary	1	1	1	2
Fluency	1	0	1	2
n° x 5 = % TOTAL	15%	20%	30%	45%
A V E R A G E	17,5%		37,5%	

In Table 22, out of 16 scores, we had two 0's; seven 1's; six 2's; one 3, no 4's and 5's. The *products* attained a 17,5% average whereas the *products +* a 37,5% which comes out to a general average performance of 27,5%.

TABLE 23 - EVALUATION OF STUDENT SUCCESS ON PRONUNCIATION, GRAMMAR, VOCABULARY, AND FLUENCY: UNIVERSITY V

Evaluation of student success	UNIVERSITY V			
	<i>product</i>		<i>product +</i>	
	A	B	C	D
Pronunciation	3	4	4	3
Grammar	2	3	4	2
Vocabulary	2	3	4	3
Fluency	3	4	4	2
n° 5 = % TOTAL	50%	70%	80%	50%
A V E R A G E	60%		65%	

In Table 23, out of 16 scores, we had no 0's and 1's, four 2's, six 3's; six 4's and no 5's. The *products* attained a 60% average whereas the *products +* a 65% which comes out to a general average performance of 62,5%.

TABLE 24 presents the general averages of the five Universities and the averages of the skills, i.e. of pronunciation grammar, vocabulary and fluency of *products* and *products +*. These averages are given in percentages which can reach a maximum total of 100%.

TABLE 24 - GENERAL AVERAGES OF UNIVERSITIES AND SKILLS OF
PRONUNCIATION, GRAMMAR, VOCABULARY AND FLUENCY

Evaluation of student success	TOTAL I	TOTAL II	TOTAL III	TOTAL IV	TOTAL V	General Average of skills
Pronunciation	45	35	25	40	70	43
Grammar	30	30	35	25	55	35
Vocabulary	35	35	30	25	60	37
Fluency	30	30	30	20	65	35
General Average of Universities	35	32,5	30	27,5	62,5	37,5%

The general average of 37,5% was attained of the five Universities. University V scored the highest with a 62,5% average and University IV scored the lowest with 27,5%. Universities I, II and III attained a general average ranging from 30% to 35%. As regards the skills, *pronunciation* scored the highest with a 43% average, *vocabulary* scored next to the highest with a 37% average and *grammar* and *fluency* tied on an average of 35%. The general averages of Universities and skills come out to a 37,5%.

The following table presents the correlation of percentages and means between *products* and *products +* of Universities I-V of test I and II.

TABLE 25 - CORRELATION OF PERCENTAGES AND MEANS OF TEST I
AND TEST II

% = Percentage - M = Mean

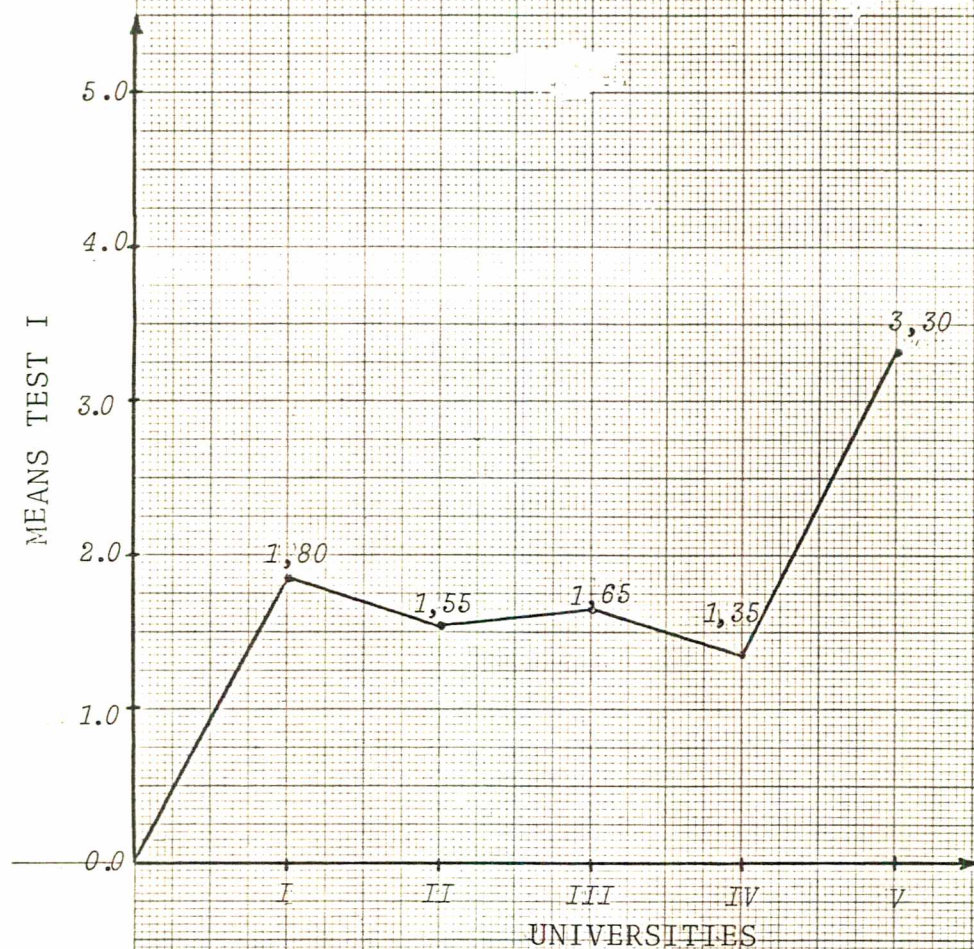
Univers. and TESTS Products		I		II		III		IV		V		TOTALS	
		TEST I	TEST II	TEST I	TEST II	TEST I	TEST II	TEST I	TEST II	TEST I	TEST II	TEST I	TEST II
Product	%	30	32,6	08	17,6	18	20	19	17,6	66	60	28,2	29,6
	M	1.50	1.63	0.40	0.88	0.90	1.00	0.95	0.88	3.30	3.00	1.41	1.48
Product +	%	42	37,6	54	47,6	48	37,6	35	37,6	67	65	49,2	45
	M	2.10	1.88	2.70	2.38	2.40	1.88	1.75	1.88	3.35	3.25	2.46	2.25

The following Graphs illustrate the achievement of the sample tested at Universities I, II, III, IV and V as regards the test on the four context settings: Discussion, Interview, Reporting and Description which we will call TEST I, and the test on Pronunciation, Grammar, Vocabulary and Fluency which we will call TEST II in terms of means, correlation of means and distribution curves.

GRAPHS 1 and 2 illustrate the means of Universities I, II, III, IV and V of Test 1 and Test 2 respectively.

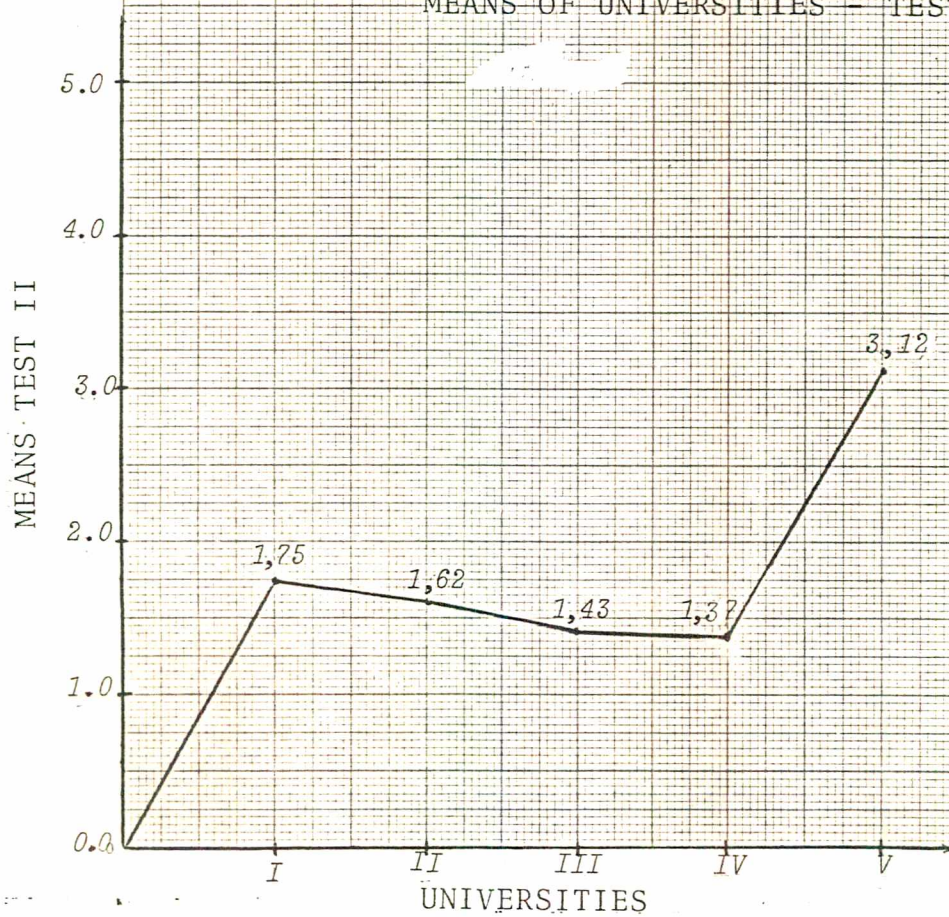
GRAPH 1

MEANS OF UNIVERSITIES - TEST I

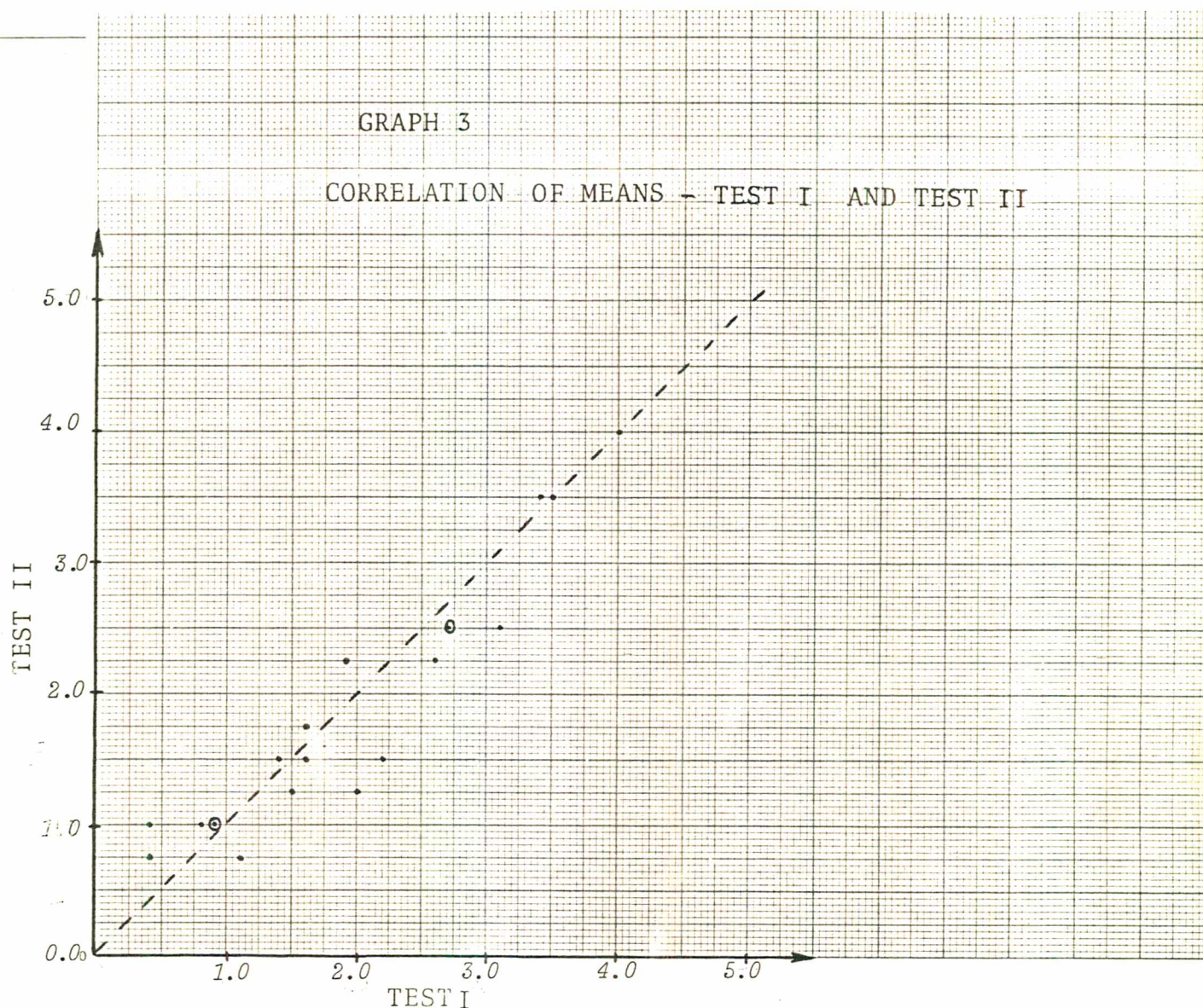


GRAPH 2

MEANS OF UNIVERSITIES - TEST II



GRAPH 3 illustrates the correlation of means between Test I and Test II.

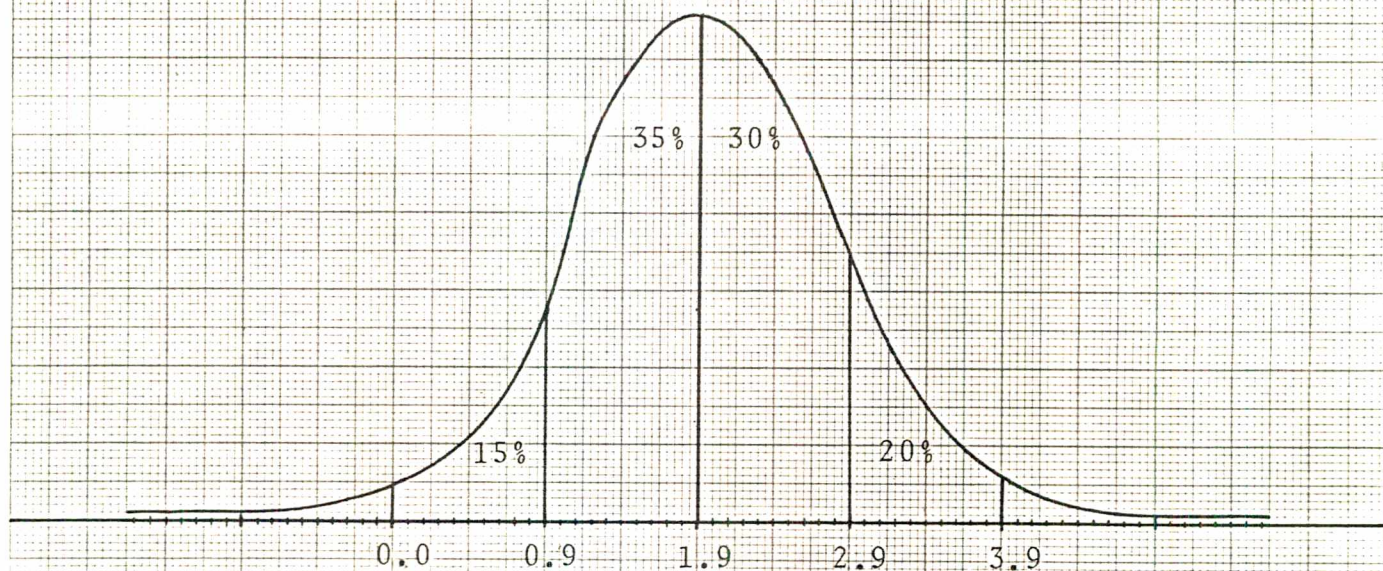


As regards the correlation of means illustrated above on Graph 3 between TEST I and TEST II we can see that in spite of having been scored only by me there is an internal consistency in the grading. This is to say that the means of *products* and *products* + tested from Universities I-V exhibit similar scores in both TEST I and TEST II.

GRAPHS 4 and 5 illustrate the distribution of the means on the curve in terms of Standard Deviation of Test I and Test II.

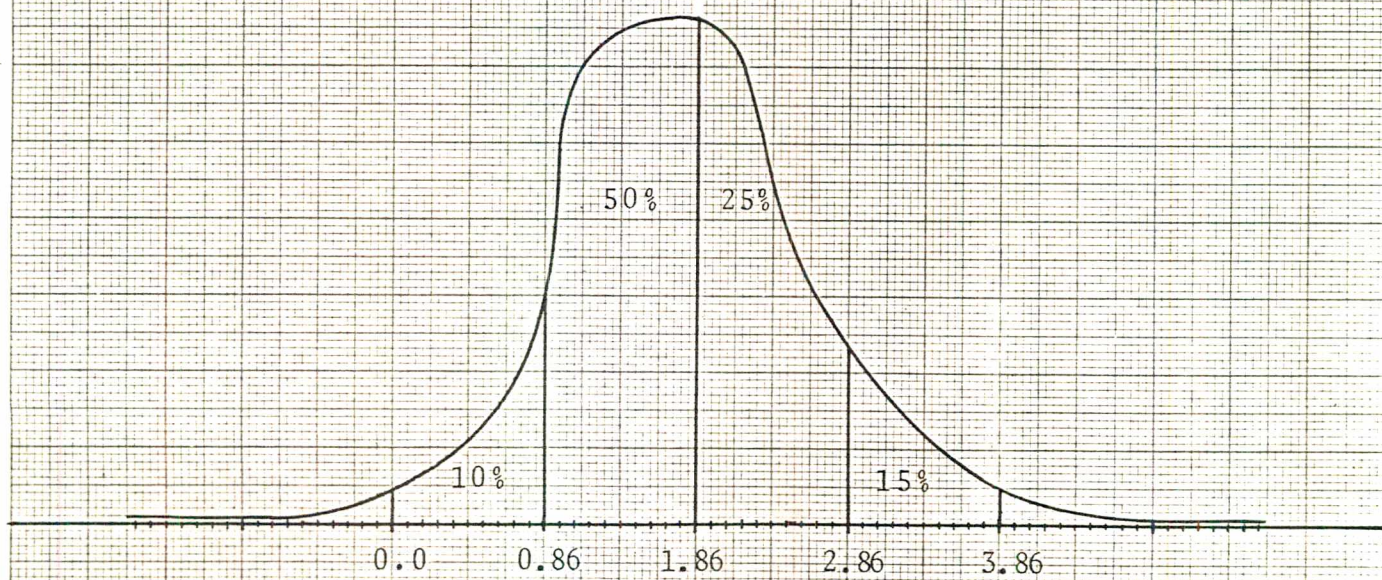
GRAPH 4

DISTRIBUTION CURVE OF MEANS - TEST I



GRAPH 5

DISTRIBUTION CURVE OF MEANS - TEST II



From the results related to the student's reactions to the test, we selected some excerpts of the student's statements in each of the Universities tested. These statements will be retaken in the discussion chapter and some categories of specific difficulties will be proposed.

The following quotes to the questions on p. 59 of chapter II were representative of the reactions to the experience from students at Universities I to V.

University I

- 1.1. É uma boa maneira para testar se a pessoa realmente sabe ou não o inglês, pois não se sabe sobre o que vai ser falado. Tudo era surpresa.
- 1.2. A prova oral foi muito interessante porque fez com que realmente eu tivesse que me comunicar com uma pessoa em inglês.
- 1.3. Não estou acostumada em ter conversação em sala de aula, muita escrita.
- 1.4. Excelente. Muito dinâmica, divertida e didaticamente a prova foi muito bem conduzida.
- 1.5. Na última parte, quando eu tinha que descrever, havia muitos gestos bastante comuns por sinal, mas que eu nunca tive oportunidade de aprender como descrever em inglês.

University II

- 2.1. Os aspectos difíceis foram causados justamente pelo meu desconhecimento quase total do inglês, apesar de estar no quarto ano de Letras, não sei se por culpa da escola ou minha, porque eu gosto de inglês e assim que me formar vou fazer cursinho para aprender realmente.
- 2.2. Foi excelente. É uma boa maneira de se avariar como anda a nossa comunicação oral em Inglês. É muito bom ter uma oportunidade como esta pois é um incentivo para tentarmos melhorar a nossa bagagem lingüística.
- 2.3. É meio difícil porque nós quase não temos conversas aqui na Faculdade.

University III

- 3.1. Tive dificuldades porque tivemos pouca comunicação.
- 3.2. Deixou-me bastante atrapalhada, pois nunca tive oportunidade de conversar em inglês com outro alguém, mesmo a Faculdade não me proporcionou este contato necessário para o bem falar do inglês.
- 3.3. Senti dificuldades em dizer algumas palavras em inglês (não por não sabê-las, mas, por vir a mente primeiro em português, e até eu passar para o inglês, deu tempo para gaguejar um pouco.
- 3.4. Achei muito legal mesmo. Bem bolado os assuntos a serem discutidos.
- 3.5. A melhor possível - foi deveras interessante.

University IV

- 4.1. Encontro algumas dificuldades principalmente na parte de comunicação, de conversação, uma vez que em nossas aulas de inglês nos prendemos muito na parte de gramática.
- 4.2. O teste mais difícil na minha opinião foi o de descrever os gestos, não que eles fossem difíceis de serem interpretados, mas pela dificuldade que eu sinto em descrever, ou mesmo conversar em inglês. Isto deve-se ao fato de que, nos cursos que fiz, as professoras sempre voltaram-se mais para a gramática, esquecendo-se da prática de conversação.
- 4.3. A verdade é que não fomos treinados para este tipo de conversação em forma de surpresa, sem uma preparação anterior e inclusive do assunto.
- 4.4. Tive uma ótima impressão. Se as aulas de inglês fossem ministradas deste modo, haveria melhores condições para que o aluno desenvolvesse a referente língua ou qualquer outro idioma que, porventura desejasse aprender.
- 4.5. É uma boa técnica para medir a nossa capacidade de expressão da língua Inglesa. Sinceramente, senti muitas dificuldades em expressar-me e sinto-me fraca na conversação.

University V

- 5.1. Foi interessante. Eu nunca fui submetida a um teste desse tipo antes, portanto foi uma experiência completamente nova.

Eu acho uma boa maneira de testar a parte oral porque aborda tópicos bem comuns do nosso dia a dia.

A maior dificuldade foi no debate. É uma ocasião em que força a gente a se expressar em Inglês de uma forma bastante coloquial, real e objetiva.

Talvez o que o tenha tornado um tanto difícil foi o fato de faltar vocabulário para expressar minhas idéias, mas no restante não houve aspectos difíceis.

A escolha dos assuntos foi excelente.

In this chapter we exhibited the results in percentages and means of student success in the four parts of the communicative competence test. We also calculated the Standard Deviation of the results on the CC test as well as the Standard Deviation of the part on pronunciation, grammar, vocabulary and fluency. The distribution on the curves were also illustrated. A positive correlation between the two parts was established and a graph was illustrated to indicate so. Finally the quotes representative of the reactions of the students to the experience of the test at Universities I to V were also presented.

In the next chapter we will discuss the results and retake the very basic objectives of this work. A categorial analysis of the students' reactions to the experience will also be presented, and we will end the chapter discussing other proposals for testing CC.

IV DISCUSSION OF RESULTS

CHAPTER IV

DISCUSSION OF RESULTS

In this chapter, I intend to analyze and discuss the results and the most relevant data of this research concerning student success in the communicative competence test model. We will retake the very basic questions or objectives set out in this work and try to answer them. Specifically, the main objective of this dissertation was to verify the level of CC in listening and speaking of last phase English language University students. Secondly, to evaluate the effectiveness of training in communicative acts as part of an English teacher training course of Brazilian Universities, and to suggest standards of CC.

The students' attitudes and reactions during the CC test as well as a categorical analysis of their reactions to the experience of taking the CC test will also be presented. Afterwards, we will indicate how communicative standards can be achieved and finally we will end the chapter by discussing briefly other proposals for testing CC and comparing them to what has been done in this research.

4.1. Level of CC in Listening and Speaking

As for the results presented in the previous chapter in a general view it looks as if last phase English language University students are still unable to deal with CC in listening and speaking. As far as the Universities are concerned, the following hierarchy can be established in terms of performance results. University V performed significantly better than the others in the communicative contexts. University I came in second place, University III in third, University II in fourth and University IV in fifth place. The general averages of Universities I, II, III and IV ranged from a percentage of 27 to

36% or a mean of 1.3 to 1.8 which happens to be extremely low.

As for the results presented in the previous Chapter on products and products + we may conclude according to the tables that the *products* + performed better than the products having always attained a higher average which by the way, was expected since the *products* + had attended private English language classes from one to four semesters either before or during the English language course at University level. The scores, however, attained by most of the *products* + were still below a suitable average. The *products* + of University II attained a general average of 54% because one of the *products* + had attended high school in São Paulo where she was given the opportunity to develop and practise communicative skills. High schools like the one attended in São Paulo and private English language courses still make a difference in a program. This can be seen in the means. The Universities then are not capable of offering the very basic elements for the student to become competent in the target language that he or she wants to teach. University V however, offers its future teachers the means to develop that minimal competency. There is practically no need to move out to private courses for additional practice to help become a competent English language teacher.

4.2. Effectiveness of Training

Since the Universities are not capable of offering the very basic elements for the students to become competent English language teachers we found ourselves in the need to detect the causes for such failure. Four causes could be detected from the data and curriculum information at hand, of foreign language under-achievement in communicative competence. These low averages could be the result of 1) the n° of credit hours (*cf.* APPENDIX III), 2) the qualification of teacher training, 3) the literature classes having been conducted

in the Portuguese language rather than in the English language, and
4) the inner content of the program.

1) In order for the reader to have a clear view of the number of credit hours in language and literature of the Universities, we summarize here on a table the information already given on page 47 .

TABLE 26 - NUMBER OF CREDIT HOURS IN LANGUAGE AND LITERATURE

Universities	I	II	III	IV	V
Total of credits	52	44	48	38	66
hours/ class	780	660	720	570	990

As regards the number of credit-hours, University V offered a total number of 68 credits which amounted to 990 hours of English language and literature classes whereas University IV only offered a total number of 38 credits thus 570. This means that University V offered practically twice as many hours as University IV offered. This fact could be one of the reasons why University IV ranked in last position. Most probably, better averages could be attained if the number of credit hours of some Universities ranged higher say to a total number of 66 credits summing up therefore to a total of 990 hours.

2) As for teacher training, we specify here on a table, the information already given on page 49 i.e. the number of teachers of our sample tested at each University and the qualification of this staff.

TABLE 27 - NUMBER OF TEACHERS ON STAFF AND QUALIFICATIONS

Univers Staff Qualif.	I	II	III	IV	V
B.A.	0	2	3	1	0
Specializa- tion	1	2	0	2	1
Master's	2	0	0	2	5
Ph.D.	0	0	0	0	3
Total	3	4	3	5	9

As far as the number of teachers are concerned, Universities I and III had only 3 (three) on their staff which is a very low number to be responsible for the whole program. Teaching performance then was probably negatively affected since the staff was overloaded in terms of work. On the other hand University V had 9 (nine) teachers which is three times as many teachers as Universities I and III. Teaching performance was far better, eventually. As for the qualification of teacher training, University III exhibited a not very highly qualified staff since the three teachers had only Bachelor's degrees therefore no diversification or enrichment. On the other hand, University V exhibited a teaching staff with high qualification; the only University with Ph.D. degrees. These data reveal good reasons why the *products* and *products* + of University V excelled in performance among the other Universities. So there is a need to train the teachers in order to provide the students with good background and aptitude.

Communicative competence however, is not the only thing to achieve. In other words, not only does teacher training imply communicative competence. Teacher training extrapolates leadership and participation in committees. A strong group is able to obtain what they struggle for.

3) The manner in which literature classes were conducted also deserved attention. Obviously, when there is a larger measure of foreign language exposure, the learners are provided with opportunities to use the language communicatively and creatively. These opportunities were offered mostly by University V because the literature classes were entirely conducted in the English language, which is another reason for having succeeded with a better average. Literature classes at the other Universities involved basically translation and some interpretation but only in their mother tongue. University II however claims to have conducted their literature classes sometimes in English whenever possible. These classes however should be conducted only in English so that the student could be able to deal with CC in listening and speaking.

4) None of these suggestions however would be worth the effort to follow if the inner content of the courses is not carefully programmed. The students' reactions to the CC test on pages 83-86 reveal that the inner content of the course they took did not provide them with communicative skills. What is done in the course to enable the student to achieve communicative competence in listening and speaking is extremely important. It is necessary then that a foreign language program entails the focusing of communicative skills in order to help the student achieve communicative competence.

4.3. Standards of CC

If one considers that a good English language teacher should come close to a native speaker production as presented in

the criteria in the methodology chapter, a good competence English language teacher should get to scale 4. As seen in the chapter of Data Analysis and Results, the mean of the subjects was 1.9 and the Standard Deviation (SD) was 1 (one). In order to reach scale 4 this would be 2 SDs above the mean. In this case, we only could separate 1 of our 20 students evaluated as a competent English language teacher. In other words, the mean of our sample tested is really very low because the perfect score is 5 (five); a competent student should have an average score of at least 2.5 which is the mean of this perfect score. The mean of our sample is then 0.6 lower than the mean of the perfect score.

As regards the dispersion or variation of results in terms of Standard Deviation, the curve previously presented on page 82 has a fairly good distribution because there are 65% of the students which fall one standard deviation above and below the mean. Besides the total percentage being according to what a statistician expects in terms of a normal curve above and below the mean, we also have a nice distribution in the two deviations in the one below and above the mean which are 35% and 30% of the total variation or dispersion. The percentage of students who fall between the range of 1 and 2 SDs above the mean was of 20%. On the other hand, 15% of the students fall in between 1 and 2 SDs below the mean. The abnormality of the curve lies in the fact that we have no students which fall in the brackets of 2 SDs below the mean and nor do we have any students who fall in the brackets of 2 and 3 SDs above the mean. The reason for not having any student falling in the brackets of 2 SDs below the mean is that 10 (ten) out of the 30 (thirty) students selected were left out after they were tested because there was hardly any communication to evaluate, score, and transcribe. These (10) ten would have certainly fallen in the brackets of 2 and 3 SDs below the

mean. Our curve then would be an abnormal one because it would have been skewed to the left. The reason for not having practically any students except 1 (one) falling in the brackets of 2 and 3 SDs above the mean is presumably due to the fact that the group of future teachers tested does not present any really outstanding students.

If we were to be very generous in terms of standards or acceptable performance in the skills and agree that the English language teacher should attain a standard of at least 1 SD above the mean, 4 students would be in this range-still a very low number - $\frac{1}{5}$ of the population. 1 SD above the mean would be a 2.9, i.e. 0.4 above the average of the perfect score. Nonetheless a 2.9 would still be low because we expect our English language teachers to reach a 4 point scale. An English language teacher would be allowed to make errors of scale 3 but ranged in scale 4 and entering scale 5 since scale 5 is close to native production and not necessarily native production since we cannot expect this of our English language University level students.

4.4. Students' Attitudes and Reactions

Reactions during and to the communicative competence test were also of concern so that we could have additional information to pinpoint the main causes of the problem of communicative competence of future English language teachers as well as the reasons for their failure.

To approach the students' reactions illustrated on pages 83-86 we made a categorial analysis. The categories which could be pinpointed are:

- A - lack of linguistic availability to express himself (non capacity to produce information immediately).
- B - Communicative skills are attractive to student (interesting way to test CC).
- C - Complaints (about the course and their performance).
- D - grammar is more emphasized than the skills of listening and speaking.

All the Categories were present in Universities I, II, III and IV. In University V, only categories A and B were present.

In view of the students' reactions to the experience, we may conclude that little was done in the area of communicative competence. Research on techniques for measuring oral production and the communicative use of language was not tackled by the Universities.

In relation to the students' attitudes and reactions during the communicative competence test as a whole, many of them reported never having been in such a situation before i.e. to say what and how they feel in the English language. Some could not even believe that after an English language course, they were not able to use the English language, or even interact in it. Actually, the students were required to think things out. The test was difficult

for most students, apparently. Students confessed having always thought first in Portuguese and afterwards translating their ideas into the English language. This was a time consuming. Some either gave up or just started speaking in Portuguese eager to reveal their opinion on the topics assigned in the communicative contexts. When the students tried to formulate their ideas in English, complete ideas were hardly conveyed. They usually uttered isolated vocabulary items like "travel", "study", "good", etc. Only few students were able to utter "meaningful combination of words" e.g. "I enjoy traveling." Some did not make themselves understood. At times one needed to guess what the student wanted to say which eventually disturbed communication. Some did not make sense of what was said to them, so inappropriate responses also disturbed communication revealing the students' inability to interact accordingly in a conversation. Since students found it difficult to maintain contact with the native speaker in an effective way this reaction contributed negatively on the evaluation of student success. For example, when the student wanted to give information about something, he would pause after every second word in order to find a way to continue. He always needed constant repetition or then would ask the native speaker to speak with unnatural slowness or to rephrase his sentences. These difficulties led the student to express himself within a narrow range of vocabulary and grammar inadequate for prospective English language teachers. Just like in SAVIGNON's research some students claimed that they felt more pressure in the fourth part of the communicative competence test because "they had to say something quickly before the actor went on to something else."

A última parte é mais difícil. Não dá tempo para pensar lentamente. O meu raciocínio em inglês é lento.

Students thought that the first part of the test was not so

difficult since they had help, because they could avoid saying something they did not know how to say. The last part, however was very much controlled since "there was no way to ignore the actions performed by the actor."

The students also claimed that they were never trained for surprises. They were never caught unexpectedly. They were always prepared to say something. Communication however according to REVEL's definition on page 5 is full of surprises. Communication

"is an exchange between people of knowledge of information, of ideas, of opinions, of feelings. For genuine communication to take place what is being communicated must be something new to the recipient. Communication is full of surprises. It is this element of unexpectedness and unpredictability which makes communication what it is" (1979: 01).

4.5. Standards of CC and How They Can be Achieved

Communicative skills should incorporate "use and appropriateness of use" once we claim that "the properties of language operate in social interaction." Until a learner knows how to use the grammatical items to send meaningful messages in real life situations, he cannot be said to know the language. As we mentioned earlier in this work, the learner has to know what to say in what situation, how to say something according to whom he is addressing, when to say something or remain silent, when and what kind of gestures are appropriate with what speech. Learning a language then means not only "learning the rules of the formal linguistic system but also the rules of use."

So if a learner is to satisfy certain minimal communication needs he will have to be able to use the language communicatively and creatively. The learners are required to be active, to question, and to handle old and new ideas. For a good standard of CC to be

achieved in a formal learning situation at University level, a learner should be able to use the foreign language "to fulfil language functions and general and specific notions" like those described in J.A. VAN EK's The Threshold Level for Modern Language Learning in Schools (Check APPENDIX VI. for these functions and notions). Further specifications of each function and each notion can be consulted in J.A. VAN EK (1976:43-83). So far we have been discussing what standards of communicative competence should be achieved. How they can be achieved requires glancing back on what we have discussed throughout this dissertation as to the communicative approach to foreign language teaching. Good teaching according to OSTOJIC (1975) is the "art of influencing another. Primarily, it is the job of uncovering and enlarging native gifts of insights, feeling and thinking." The learners have things to say - hidden thoughts - which only remain to elicit. And there is an endless variety of ways to elicit authentic use of the language connected to language functions and notions. By presenting authentic and meaningful language material, such as those described in the CC test, the student will be motivated and will feel the desire for self-expression, to communicate his ideas, impressions and imagined situations etc, which in turn will contribute to the development of authentic communication.

Here are several other activities which focus on communicative skills in listening and speaking. Activities of the game type is by all means valuable and motivating in which situations are focused on the learner's "*freedom of imaginative response*". Activities based on personal responses to and feelings about selected films and television documentaries for instance, also build up authentic communication. Role-playing and improvisations where the learner is plunged into an unexpected situation also requires that he reacts in an appropriate way at the right moment. SANDERS (1977:281-282) describes how she proceeds in a class of improvisations which by the

way excites curiosity and wonder since none of the students know how the others are going to behave. Another way of providing such practice is to have the students make short oral reports before the class. FARID (1978:27-30) describes four steps of how the EFL teacher can carry out the student reporting. A class debate on the ideas "For" and "Against" sounds very challenging as well. The class divides up, and a chairman is called upon to conduct the arguments. Topics of interest such as Progress, Women's Lib, Television makes you lazy, The younger generation knows best, Too much knowledge is a dangerous thing and so on, could be selected to carry on a debate. Reacting in an appropriate way to a situation is very important in any social situation. Appropriate responses can be taught by means of verbal or visual stimuli. A description of the different kinds of situations, together with examples of each are set out in REVEL (1979:27-32). Cue-cards and rôle-cards are also excellent sources of material because they provide strong motivation for interaction (cf. REVEL 1979: 50-59, 82-89).

In sum, these activities and others described in the CC test definitely provide chances for the students to communicate appropriately in a creative and effective way. They can describe their conflicts, memories, dreams, fantasies, and adventures. They get puzzled, they get surprised, they wonder and that is what makes their reactions creative ones. So in order to achieve communicative competence, a larger measure of language exposure and a freer scope for creativity is necessary.

4.6. Proposals for Testing CC

Now that we have analyzed and discussed our test, it would be interesting to see how our test fits in other ways to test CC. Other proposals for testing communicative competence may

also be identified. LEVINE (1976) proposes a communicative competence test model similar to that of SAVIGNON's in which the communicative context - *DISCUSSION* - is based on an oral report to be recorded while presented for later evaluation. For the kinds of headings that would appear on a rating sheet for such a language skill check LEVINE (1976:134). As regards rating student success both SAVIGNON and LEVINE agree with JACOBVITS's suggestion of a rating sheet on a six-point scale parameter for a subjective evaluation of competence in an assignment requiring a spoken response. LEVINE moreover, suggests that each point be specifically defined otherwise the terms become vague ones such as those presented by SAVIGNON and JACOBVITS. They do not define these points specifically, as ARELS LEVINE and VALLETE would do. SAVIGNON and JACOBVITS describe a six-point scale which is defined simply from left to right as extremely, quite, more left than right, more right than left, quite, extremely. These terms and others [cf. APPENDIX IV] are in fact vague ones. Nevertheless, as regards variety of situational contexts SAVIGNON presents four different communicative settings which provide better quality of the active use of the language. RENKIN (1971) feels that much more research on these techniques has to be done in this area, especially for testing spoken language in a standardized manner, more objective to score, less time-consuming, but which can provide adequate feedback information to discriminate between strong and weak students. At the Institute of Phonetics of the University of Brussels the spoken English test in use was not designed to test one specific aspect of language production such as lexical or supra-segmental features, but was intended to give a global appreciation of the quality of the communication in a dialogue situation. So pronunciation, accentuation and intonation could be ignored as long as they do not affect the meaning.

RENKIN *et alii* (1971) present three global techniques for testing oral production. The *strip-cartoon* technique is the first one which consists in requesting a commentary upon a series of images representing a connected story. This technique is suggested by authors such as LADO, VALETTE and others. RENKIN lists 3 main defects however, of using this method to measure spoken language ability (cf. RENKIN 1971:3) therefore proving difficult to correct and to give a satisfactory picture of the student's capacity for oral production. The second technique is the *INTERVIEW* widely used yet considered unsatisfactory for testing oral production. There are advantages especially if the interview has been carefully prepared with criteria previously established. Yet interviewing also has defects besides being time-consuming. As quoted by RENKIN *et alii*

"Interviews are difficult to standardize, almost impossible to score objectively and difficult to keep independent from personality factors.

After having used the *strip-cartoon* technique for a considerable time at the Institute of Phonetics it was decided to abandon it in favor of interviews. These were to be administered for a provisional period which would allow the preparation and examination of a new technique capable of furnishing precise information in an accurate and standardized way, of cutting out subjective judgement and of facilitating administration and scoring." (1971:4)

RENKIN then presents the third technique - the *dialogue* technique where the student is requested to react to certain stimuli in a particular way. The student is to prove his ability to manipulate the spoken language in an active way. The collection and construction, the instructions, the examples of contents and the correction procedure of the items can be found in REVEL 1971:5-7. At the Institute of Phonetics, there is also a complementary test which gives the student the opportunity to prove his ability in connected flowing speech. Students are requested to speak for one minute on a given topic.

They first gather their thoughts in order to prepare their arguments in advance. Criteria used for scoring this complementary test is found in the same article on page 9. PALMER (1972) is another exponential figure concerned with the testing of oral production. He questions the fact whether this ability can be objectively and reliably measured. Two types of experimental tests were constructed and administered. The first type of test was used to measure a two-way oral communication ability (COMTEST) and the second type to measure oral production ability (PROTEST). The students were scored on the length of time required for the examiner to identify a picture correctly which the student was to describe. Further details on the development of these tests can be consulted in Palmer's article (1972) on "Testing Communication".

We have presented in this Chapter an analysis and discussion of the most relevant data and have found that the majority of English language students are not equipped with communicative competence. We evaluated the effectiveness of training and suggested standards of CC. The students' attitudes and reactions during and to the experience as well as a categorial analysis of their reactions was also presented which revealed causes to the problem of CC in listening and speaking and the reasons of their failure. Afterwards we indicated how communicative standards could be achieved and finally other proposals for testing communicative competence were presented offering up to date references on the issue.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

In this dissertation we have discussed an approach - the communicative approach - to English language teaching. We have realized that the acquisition of receptive (listening) and productive (speaking) knowledge of the language must incorporate "the learning of the rules of use as well as the rules of usage." We have also become aware of the fact that most of the students who enter higher education, have had experience only of the latter and are therefore incapable of dealing with the English language when it comes to having them use the language and having them interact accordingly and appropriately in a conversation.

Going back to the main question of our work, we can conclude that the level of communicative competence is very low and possibly out of any acceptable standards because the mean average of the whole sample tested is only 1.9 out of 5.0.

This low average indicates that Universities do not achieve the minimum standards in their teachers' training programs. It is clear that students who don't have the means or attitudes to go out for additional help do not achieve communicative competence. This means that the Universities are irresponsible in not making available to these students minimum standards of competency.

There are no common standards among the Universities. Very few, maybe 1 (one) or being generous maybe 4 (four) could be considered reasonably competent English language teachers.

The analysis of the staff qualification and the curricula indicate some of the causes of this low performance of the future teachers. As regards staff qualification, there is a necessity for the Universities to improve and enlarge their staff. It is unsatisfactory for 3 (three), a not very highly qualified staff, to teach

and to be responsible for the whole program. They will necessarily be overloaded. A further cause of this low performance is possibly the non use of the foreign language in the classroom or in the literature classes. As far as credit hours are concerned, the number is very low. Perhaps, one of the main causes of foreign language under-achievement in communicative competence in listening and speaking of English language students at University level, is also the school's failure to provide a foreign language program which also entails the focusing of communicative skills.

The student's reactions towards achieving communicative competence in listening and speaking were positive ones. They demonstrated great interest in the test and in the way it was conducted and they complained about the English language University course because too much grammar was taught and the communicative skills were neglected. They claimed that this was the reason why they were not able to interact accordingly in a conversation or to describe an ongoing activity. They were never trained for surprises without previous preparation on a topic. In order to achieve communicative competence however, a larger measure of language exposure and a freer scope for creativity is necessary.

The Universities therefore, need to evaluate the professional they are producing and to develop a profile of the professional they would like to produce. The works of *J. MUNBY* and *J.V. EK* serve as a model or a starting point to develop this profile.

In fact, every University should verify the level of their students in the best possible way, evaluate the effectiveness of training and establish standards if they expect their students to satisfy minimal communication needs.

This promising development within the area of communicative competence during the last few years has been of increasing interest.

Linguists appear to be actually turning their attention to the communicative properties of language and the functioning of language in social contexts. We may therefore conclude that "communicative functions should be considered as well as, and in relation to linguistic forms" in order to fulfil the essential needs of the language learner and to equip the prospective English language teacher with communicative competence.

This study is only a further step in the area of communicative competence as to evaluating receptive (listening) and productive (speaking) knowledge of English language University students.

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APPENDICES I-VI

APPENDIX I - Questionnaire

QUESTIONNAIRE

Name: _____ Date: _____

University: _____

IDENTIFICAÇÃO

1. Indique a sua faixa de idade:

Até 21 anos	<input type="text"/>	1
De 22 a 25 anos	<input type="text"/>	2
De 26 a 30 anos	<input type="text"/>	3
De 31 a 35 anos	<input type="text"/>	4
De 35 anos em diante	<input type="text"/>	5

2. Sexo:

Masculino	<input type="text"/>	1
Feminino	<input type="text"/>	2

3. Local em que você realizou a maior parte de seus estudos de nível médio: _

Estado de Santa Catarina	<input type="text"/>	1
Região Norte e Centro-Oeste (Acre, AM, PA, MT, GO e terri- tórios).	<input type="text"/>	2
Região Nordeste (MA, PI, CE, RN, PE, AL, SE, PB, BA)	<input type="text"/>	3
Região Sudeste (MG, ES, SP, RJ)	<input type="text"/>	4
Região Sul (PR, RS, exceto SC)	<input type="text"/>	5
Exterior	<input type="text"/>	6

Que País? _____

Quanto tempo? _____ (_____) meses.

4. Você estudou língua Inglesa no exterior alguma vez? (cursinho, programa de intercâmbio, etc...)

<input type="text"/>	sim	<input type="text"/>	não
----------------------	-----	----------------------	-----

Que País? _____

Quanto tempo? _____ (_____) meses.

5. Você estudou em cursinhos tais como FISK, YASIGI, IBEU, etc...?

<input type="text"/>	sim	<input type="text"/>	não
----------------------	-----	----------------------	-----

Quantos semestres? _____

Antes de ingressar na Universidade ou durante o curso?

_____ antes

_____ durante

6. Você foi ou é professor de Inglês?

☐

sim

☐

não

Quanto(s) semestres? _____

6.1. Se você não é professor de Inglês, você trabalha? _____
quantas horas? _____

7. Indique em que medida as razões abaixo relacionadas influenciaram a sua decisão de cursar Letras.

R A Z Õ E S	INFLUÊNCIA		
	Muita	Pouca	Nenhuma
1. Aquisição de um título universitário..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Prestígio da Profissão de Professor...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sugestão de amigos influentes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pequeno número de concorrentes ao vestibular.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Influência de familiares.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Influência de Professores.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Possibilidade de obter alto salário...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Desejo de ser Professor de Inglês.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Vocação para o Magistério.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Outra (s). Qual(is)? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Além de Português e Inglês, você

() entende

() fala

() lê

() escreve outra língua?

☐

sim

☐

não

Qual? _____

APPENDIX II - Instructions of IC
test

- Sequence of Activiti
ties: Part IV of
CC test

INSTRUÇÕES PARA A ADMINISTRAÇÃO DA PROVA DE
COMPETÊNCIA COMUNICATIVA

INTRODUÇÃO GERAL

LEIA PARA O ALUNO: Este teste oral é um teste para verificar quão bem você consegue comunicar em Inglês em várias situações. Pronúncia, Gramática e Vocabulário são obviamente importantes, mas nesse teste você vai ser avaliado tanto na maneira em que consegue transmitir suas idéias como também no esforço que você faz para se expressar. Deve concentrar, portanto, não tanto em falar Inglês perfeito mas usar de todos os meios a sua disposição para expressar suas idéias e fazer-se entender.

PARTE I - DEBATE

LEIA PARA O ALUNO: (1 minuto) Na primeira parte do teste, você e a Márcia vão discutir em Inglês sobre um tópico que lhe será indicado. O objetivo desse exercício é para verificar quanta informação os dois podem trocar durante um período de tempo. Márcia tentará ajudá-lo a expressar em Inglês. Utilize todos os recursos a sua disposição - gestos, apontando e assim por diante, para ajudar transmitir sua idéia, exatamente como faria se estivesse conversando com um Inglês ou um Americano na Inglaterra ou nos Estados Unidos. Até uma palavra ocasional em Português serve se puder esclarecer melhor o que quer dizer, ou melhor ainda, pergunte a Márcia como se diz a palavra em Inglês. Pode começar a discutir o assunto a seguir. (Aponta um dos tópicos a seguir a esmo.)

- 1) A large city has more to offer in terms of cultural and academic activities than a small city.

- 2) All students should be required to study a foreign language.
- 3) Students should be given more voice in university administration.

LIGUE O GRAVADOR

ESPERE EXATAMENTE 4 MINUTOS E DIGA: O tempo da 1.^a parte está esgotado.

PROSSIGA-SE IMEDIATAMENTE PARA PARTE II.

PARTE II - ENTREVISTA

Dê ao aluno (2) folhas de papel e um lápis para tomar nota e para passar a limpo a entrevista.

LEIA PARA O ALUNO: (1 1/2 minutos) Nos próximos 4 minutos você fará o papel de um repórter de jornal que está entrevistando a Marcia, uma aluna que estudou no exterior, para descobrir o quanto puder sobre ela e sua formação. Tente conduzir a entrevista o mais natural possível lembrando-se de se apresentar à Marcia e de despedir de uma maneira apropriada quando disser que o período de 4 minutos estiver quase por encerrar.

Deve tomar notas a medida que vai fazendo as perguntas, e no final da entrevista escrever em Português tudo que descobriu a respeito da Marcia.

Para esse exercício, a Marcia vai ser um pouco mais "típico Inglês". Ela não entenderá Português por exemplo, e será incapaz de ajudá-lo se não conseguir pensar numa palavra. Então tente formular suas questões usando o vocabulário que você já sabe. Acima de tudo, faça Marcia repetir ou explicar as coisas que não entender. O importante neste exercício é de captar o tanto de informações possíveis e que sejam acuradas e precisas. Exemplos de alguns tipos de questões que poderá querer perguntar a Marcia são, de onde ela é,

quanto tempo ficou nos Estados Unidos, o que está fazendo aqui, se tem família e assim por diante. Lembra para tomar notas para que possa mais tarde escrever a entrevista em Português. Pode começar.

LIGUE O GRAVADOR

ESPERAR EXATAMENTE 3 MINUTOS E MEIO E ENTÃO DIGA: Seu tempo está quase esgotado, então deve agora concluir a entrevista.

ESPERAR EXATAMENTE 30 SEGUNDOS E ENTÃO DIGA: Pare

DESLIGUE O GRAVADOR. Leva 2 minutos para escrever em Português tudo que descobriu a respeito de Marcia.

ESPERAR 2 MINUTOS E ENTÃO DIGA: A primeira parte do teste está encerrada.

PARTE III - RELATO

LEIA PARA O ALUNO: (30 segundos) Para a próxima parte do teste, fa lará primeiro em Português e depois em Inglês sobre um assunto que lhe será indicado. A razão de fazer você falar primeiro em Português é para lhe dar a oportunidade para organizar suas idéias. Não precisa, no entanto, dizer as mesmas coisas em Inglês que você disse em Português. Pode excluir algumas idéias e acrescentar outras. Não faz diferença. Comece agora a falar em Português sobre

- 1) Your town and all the interesting things there.
- 2) Your life at the University this semester.
- 3) What you generally do on your vacation.

LIGUE O GRAVADOR. ESPERAR 1 MINUTO E MEIO. DIGA: Está bom. Agora fa le em Inglês sobre o mesmo assunto.

ESPERAR EXATAMENTE 3 MINUTOS E ENTÃO DIGA: Está bom. Pare.

DESLIGUE O GRAVADOR. VÁ IMEDIATAMENTE PARA PARTE IV.

PARTE IV - DESCRIÇÃO

LEIA PARA O ALUNO: (1 minuto) Esta última parte do teste foi elaborada para testar a sua habilidade em descrever o que você vê. Uma variedade de ações vão ser apresentadas. Deve iniciar descrevendo a pessoa o mais completo possível - aparência física, vestimento, qual quer objeto que estiver carregando, e assim por diante. A medida que a personagem for se locomovendo em volta da sala, descreva suas atividades; é importante descrever cada atividade no momento em que está sendo realizada. Não espere para descrever pois não terá tempo para terminar o que quer dizer. Descreva as atividades da personagem nos mínimos detalhes no tempo que você tem.

LIGUE O GRAVADOR. ABRE A PORTA PARA A PERSONAGEM. ESPERE EXATAMENTE 45 SEGUNDOS.

DIGA AO ALUNO: Agora descreva a personagem e suas atividades em Inglês. obs.: A folha que ela estará segurando contém anotações das atividades que a personagem irá desempenhar.

DIGA AO ALUNO: Terminou o teste.

DESLIGUE O GRAVADOR.

DÊ AO ALUNO UM FORMULÁRIO DE AVALIAÇÃO PARA PREENCHER NA SALA _____
E DEIXAR COM _____

PART IV of Communicative Competence Test

DESCRIPTION:

Sequence of activities performed by the actor:

1. Student was to describe actor's appearance.
2. Stuffed monkey was presented: monkey got ashamed; embarrassed; shy
3. Actor pet the monkey; carressed the monkey
4. Actor laid monkey down to sleep
5. Actor told everyone to keep quiet
6. Actor took off watch
7. Actor winded up the watch and put it back on
8. Actor had a seat and appeared to be very tired; exhausted
9. Actor sharpened pencil
10. Actor wrote something an a sheet of paper, perhaps a letter
11. Actor folded the sheet of paper
12. Actor put on glasses
13. Actor typed something
14. Actor got angry because he made a mistake then he gave up
15. Actor threw the paper away in the trash can; litter basket; etc.
16. Actor clapped because he made it in the trash can
17. Actor itched himself
18. Actor coughed
19. Actor yawned
20. Actor took off glasses
21. Actor went to the window, looked at the weather, actor demonstrates by fanning himself that it is very hot and that he's sweating.
22. Actor took out candy (from drawer, or pocket)
23. Actor offered candy
24. Actor had someone choose between 2 other pieces of candy

25. Actor went back to his seat again
26. Actor looked in the mirror
27. Actor combed his hair
28. Actor remembered something
29. Actor picked up telephone and dialed a number
30. No one answered. Actor waited
31. Actor hung up the telephone
32. Actor smelled something good to eat
33. Actor demonstrated to be hungry
34. Actor got worried, put his hands on his forehead, walked back and forth nervously, tried to find his money by patting his pockets.
35. Actor prayed
36. Actor demonstrated to have a headache
37. Actor opened bottle of aspirin, took one with a glass of water
38. Actor found money under the monkey
39. Actor then hid money in a book looking every where to be sure no one sees him.
40. Actor smiled
41. Actor took the book and the monkey in his hands and started to leave the room
42. Actor was about to leave the room when he met someone and he greeted this person, shook hands, chatted or talked a while
43. Actor waved good-bye to everyone
44. Actor blew a kiss to everyone
45. Actor hitch-hiked his way home.

APPENDIX III - Tables, Profile of
Population

BOHN (1982) Research Data of Brazilian English Language
Courses at University level

States - nº of Universities

RS	-	4	MG	-	2
PB	-	1	PR	-	1
MR	-	1	MT	-	1
SP	-	3	PE	-	1
SC	-	4	PI	-	1
RJ	-	1			

20 Universities

Nº of credit hours

Language Literature		credits	hours
46	20	66	990
48	16	64	960
48	15	63	945
38	22	60	900
36	22	58	870
35	21	56	840
42	06	48	720
37	10	47	705
34	10	44	660
28	16	44	660
25	17	42	630
28	12	40	600
28	09	37	555
27	09	36	540
24	12	36	540
24	12	36	540
22	10	32	480
14	12	28	420

Profile of Population

Population data	UNIVERSITIES					
	I	II	III	IV	V	TOTAL
nº of students to be graduated	12	17	12	8	7	56
nº of students who filled in questionnaire	10	13	12	7	4	46
nº of students tested	6	9	6	5	4	30
nº of students left out - no communication	2	5	2	1	0	10
nº of students evaluated and scored	4	4	4	4	4	20
nº of products	5	4	7	5	2	23
nº of products +	4	6	5	2	2	19
nº of future English language teachers	9	10	8	6	4	37
nº of students-more than 4 semesters of English at private courses	1	3	0	0	0	4
nº of students not selected-they don't want to be English language teachers	6	9	6	3	0	24

APPENDIX IV - Evaluation Forms

EVALUATION OF SPEAKING TEST (Parts I AND II)

Initials of Evaluator _____ Name of Student _____

PART I. DISCUSSION

Effort to Communicate

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

Amount of Communication

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

PART II. INTERVIEW

Comprehensibility and Suitability of Introduction

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

Naturalness and Poise

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

Comprehension by Native

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

Comprehensibility and Suitability of Conclusion

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

EVALUATION OF SPEAKING TEST (PARTS III AND IV)

Initials of Evaluator _____ Name of Student _____

PART III. REPORTING

Fluency

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

Comprehensibility

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

PART IV. DESCRIPTION

Fluency

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

Comprehensibility

_____ : _____ : _____ : _____ : _____ : _____
 None _____ Great

Name of Student _____

Pronunciation

_____ : _____ : _____ : _____ : _____ : _____
Foreign Native

Grammar

_____ : _____ : _____ : _____ : _____ : _____
Inaccurate Accurate

Vocabulary

_____ : _____ : _____ : _____ : _____ : _____
Inadequate Adequate

Fluency

_____ : _____ : _____ : _____ : _____ : _____
Uneven Even

OBSERVATIONS:

AVALIAÇÃO DA PROVA ORAL

1) Qual foi a sua impressão da prova oral?

2) Havia aspectos do teste particularmente difíceis para você?
Se houve, por quê?

Muito Obrigada por sua colaboração
nesta pesquisa.

APPENDIX V - Transcription of CC
test

TRANSCRIPTION OF CC TEST

PART I DISCUSSION: 4 minutes.

1. Let's talk about this subject.

Uh Let me see...

*All students should be required
to study a foreign language.*

What do you think about this?

2. foreign language?

3. Yes, all students should study
a foreign language.

Why do you think so?

4. Why uh she must study a
foreign language?

5. Uh huh

6. uh I think it a good idea
because uh it's a...uh...a
good training for language.

7. What about the films?

What are the advantages of
knowing English when you go
to see a film, when you listen
to music?

8. I think I'll learn much in
watch film...cinema, books
because I... I think uh we
... why... when (she laughs)
... filme é mais fácil por-
que tem tradução. Se não ti

vesse teria que aprender
no duro mas...

9. In English. In English

10. Film discos cinemas "enri-
quece" (?)

11. enriches!

12. New vocabulary

13. Very Good!

14. uh And what about books!

People who take the admin-
istration course, the engi-
neering course they need
books in English. What is
the advantage of knowing
English in this case?

15. (no reply)

16. Did you understand?

17. ... I think the English
uh language is uh... is
uh

18. a universal language?

19. universal language, then
uh all people uh learn...
learn... learn uh English in book,
né? and uh cinemas and
uh and how the English is
universal languages, lan-
guage uh there are many,
uh... não dá em Inglês.

O tempo da 1.^a parte já está esgotado.

PART II INTERVIEW: 4 minutes

1. How are you? I am,
_____. What's your
name?

2. My name is Marcia.

3. Marcia uh Are you an
American or Brazilian?

4. I was born in Rio de Janeiro
but I lived most of my life
in the United States.

5. uh How, how many years uh
did you stay... there?

6. fifteen years

7. What city did you live?

8. I lived in Virginia, Hawaii -
you know Hawaii?!

9. no reply

10. the Waikiki, beach, hula hula!
(use of gestures)

11. yes!

12. and Alabama

13. uh Did you stay at the
University there?

14. No, I studied at Elementary,
Junior High and Senior High
school. I didn't get to study
at any University. Did you under-
stand?

15. I think uh...
16. I did not study at the
University. I was too young.
17. Oh yes! oh yes!
18. uh Did you live uh with
your family or your your
friends.
19. I lived with my family.
20. Do you like this? ?
21. Pardon?
22. Do you learn uh a lot?
23. If I learned a lot of
what - English?
24. Yes
25. Sure! I lived there
fifteen years.
26. fifteen?
Did you travel of the
United States... in these
years ?
27. Uh huh, During my vacation
in my spare time, we used to
go to Florida, California...
28. Spare?
29. Spare time, you know during
my free time, when I had
nothing else to do. Then we
used to travel to Florida, to

California, to Miami, New Orleans.

30. Did you know Denver?

31. No

32. because I have I have a
cousin living there.

33. Oh really!

34. Yes, uh for uh since 1970,
I think.

And Did you... Did you...
have you... Do you have
many friends there?

35. Oh yes! Many many friends.

I really miss them some-
times. Perhaps I'll be able
to see them again.

36. And uh Did you correspond?

37. Yes, I still write to them.

38. Yes?

- Seu tempo está quase esgotado então deve agora concluir a
entrevista -

39. Thank you Márcia.

I like you very much.

Thank you, Bye.

40. Bye Bye

PART III REPORTING: 3 minutes

Topic assigned - *The interesting things in your town.*

—— is uh not small non big city ... uh Has, —— has uh many schools,... church uh... good restaurants, uh cinema only one two,... and uh. Is called, —— is called a capital... Brazilian capital of coal and uh... ...uh has —— has two factories, many factories uh..., clubs, uh three clubs a good clubs and uh a prefeitura municipal is new and —— come... comemorated recently your Centennial... uh Relation... acho que é né? and will be was built in Praça Municipal and monuments in uh (?) imigrantes. uh —— has a faculdade situated in Bairro Pinheirinho and uh and recently. Não uh each other each year uh... ... in October uh was realized uh fifth feira de livro e artesanato... ..

- O seu tempo já está esgotado -

PART IV DESCRIPTION

1. uh a woman used white uh blouse a pair of pants, blue, a dark blue pair of pants, hair black hair, a mouse, a darking blue sandle.
2. crying, no?
timid
3. —
4. Oh she he sleeps, sleeping
5. —
6. watch
7. —
8. sitdown
9. pencil

10. writing writing many words
11. —
12. a glasses
13. typist
14. Don't worry.
15. paper in the...
16. —
17. —
18. —
19. Oh the, you a sleeping?
20. (?) the glasses
21. walk, look of the rain of the window, it rained. Time hot, today
is hot
22. sweets, thank you
23. —
24. —
25. sitting
26. mirror
27. ai e agora! her head
28. (?) forgot...why
29. —
30. —
31. —
32. —
33. —
34. worry
35. —
36. headache
37. Water, glass of water, aspirin
38. money forgot your money
39. —

- 40. is smile, smiling
- 41. bye
- 42. oh my dear!greeting
- 43. byeing
- 44. a kiss.
- 45. —

APPENDIX VI - Language Functions,
General and Specific
Notions

Language Functions

The language functions are listed under the following categories:

1. imparting and seeking factual information
2. expressing and finding out intellectual attitudes
3. expressing and finding out emotional attitudes
4. expressing and finding out moral attitudes
5. getting things done (suasion)
6. socializing

Under the above categories the following functions have been listed.

Index of Language-functions for Threshold Level

- 1 *Imparting and seeking factual information*
 - 1.1 identifying
 - 1.2 reporting (including describing and narrating)
 - 1.3 correcting
 - 1.4 asking
- 2 *Expressing and finding out intellectual attitudes*
 - 2.1 expressing agreement and disagreement
 - 2.2 inquiring about agreement or disagreement
 - 2.3 denying something
 - 2.4 accepting an offer or invitation
 - 2.5 declining an offer or invitation
 - 2.6 inquiring whether an offer or invitation is accepted or declined
 - 2.7 offering to do something
 - 2.8 stating whether one knows or does not know something or someone

- 2.9 inquiring whether someone knows or does not know something or someone
- 2.10 stating whether one remembers or has forgotten something or someone
- 2.11 inquiring whether someone remembers or has forgotten something or someone
- 2.12 expressing whether something is considered possible or impossible
- 2.13 inquiring whether something is considered possible or impossible expressing capability and incapability
- 2.14 expressing capability and incapability
- 2.15 inquiring about capability and incapability
- 2.16 expressing whether something is considered a logical conclusion (deduction)
- 2.17 inquiring whether something is considered a logical conclusion (deduction)
- 2.18 expressing how certain/uncertain one is of something
- 2.19 inquiring how certain/uncertain others are of something
- 2.20 expressing one is/is not obliged to do something
- 2.21 inquiring whether one is obliged to do something
- 2.22 expressing others are/are not obliged to do something
- 2.23 inquiring whether others are obliged to do something
- 2.24 giving and seeking permission to do something
- 2.25 inquiring whether others have permission to do something
- 2.26 stating that permission is withheld

- 3. *Expressing and finding out emotional attitudes*
 - 3.1 expressing pleasure, liking
 - 3.2 expressing displeasure, dislike
 - 3.3 inquiring about pleasure, liking, displeasure, dislike
 - 3.4 expressing interest or lack of interest

- 3.5 inquiring about interest or lack of interest
- 3.6 expressing surprise
- 3.7 expressing hope
- 3.8 expressing satisfaction
- 3.9 expressing dissatisfaction
- 3.10 inquiring about satisfaction or dissatisfaction
- 3.11 expressing disappointment
- 3.12 expressing fear or worry
- 3.13 inquiring about fear or worry
- 3.14 expressing preference
- 3.15 inquiring about preference
- 3.16 expressing gratitude
- 3.17 expressing sympathy
- 3.18 expressing intention
- 3.19 inquiring about intention
- 3.20 expressing want, desire
- 3.21 inquiring about want, desire

- 4. *Expressing and finding out moral attitudes*
 - 4.1 apologizing
 - 4.2 granting forgiveness
 - 4.3 expressing approval
 - 4.4 expressing disapproval
 - 4.5 inquiring about approval or disapproval
 - 4.6 expressing appreciation
 - 4.7 expressing regret
 - 4.8 expressing indifference

- 5. *Getting things done (suasion)*
 - 5.1 suggesting a course of action (including the speaker)
 - 5.2 requesting others to do something

- 5.3 inviting others to do something
- 5.4 advising others to do something
- 5.5 warning others to take care or to refrain from doing something
- 5.6 instructing or directing others to do something
- 5.7 offering assistance
- 5.8 requesting assistance

- 6. *Socializing*
 - 6.1 to greet people
 - 6.2 when meeting people
 - 6.3 when introducing people and when being introduced
 - 6.4 when taking leave
 - 6.5 to attract attention
 - 6.6 to propose a toast (0)
 - 6.7 to congratulate
 - 6.8 when beginning a meal

Index of General Notions

The General Notions are Listed Under the Following
categories:

- 1. existential
- 2. spatial
- 3. temporal
- 4. quantitative
- 5. qualitative
 - 5.1 physical
 - 5.2 evaluative
- 6. mental
- 7. relational
 - 7.1 spatial relations

- 7.2 temporal relations
- 7.3 action/event relations
- 7.4 contrastive relations
- 7.5 possessive relations
- 7.6 logical relations
- 8. deixis

Under the Above Categories the Following Notions Have Been Listed:

- 1. *Existential*
 - 1.1 existence/non-existence
 - 1.2 presence/absence
 - 1.3 availability/non-availability
 - 1.4 possibility/impossibility (objective)
 - 1.5 occurrence/non-occurrence
 - 1.6 demonstration
- 2. *Spatial*
 - 2.1 location
 - 2.2 relative position
 - 2.3 distance
 - 2.4 motion
 - 2.5 direction
 - 2.6 origin
 - 2.7 arrangement
 - 2.8 dimension
 - 2.8.1 size
 - 2.8.2 length
 - 2.8.3 pressure
 - 2.8.4 weight
 - 2.8.5 volume

2.8.6 space

2.8.7 temperature

3. *Temporal*

3.1 point of time/period

3.2 priority

3.3 posteriority

3.4 sequence

3.5 simultaneousness

3.6 future reference

3.7 present reference

3.8 past reference

3.9 reference without time-focus

3.10 delay

3.11 earliness

3.12 lateness

3.13 length of time (duration)

3.14 speed

3.15 frequency

3.16 continuity

3.17 intermittence

3.18 permanence

3.19 temporariness

3.20 repetitiousness

3.21 uniqueness

3.22 commencement

3.23 cessation

3.24 stability

3.25 change/transition

4. *Quantitative*

4.1 number

4.2 quantity

4.3 degree

5. *Qualitative*

5.1 physical

5.1.1 shape

5.1.2 dimension

5.1.3 moisture, humidity

5.1.4 visibility/sight

5.1.5 opaqueness

5.1.6 audibility/hearing

5.1.7 taste

5.1.8 smell

5.1.9 texture

5.1.10 colour

5.1.11 age

5.1.12 physical condition

5.1.13 accessibility

5.1.14 cleanness

5.1.15 material

5.1.16 genuineness

5.1.17 fullness

5.2 evaluative

5.2.1 value, price

5.2.2 quality

5.2.3 rightness/wrongness

5.2.4 acceptability/unacceptability

5.2.5 adequacy/inadequacy

5.2.6 desirability/undesirability

5.2.7 correctness/incorrectness

5.2.8 successfulness/unsuccessfulness

- 5.2.9 utility/inutility
- 5.2.10 capacity/incapacity
- 5.2.11 importance/unimportance
- 5.2.12 normality/abnormality
- 5.2.13 facility/difficulty

6. *Mental*

- 6.1 reflection
- 6.2 expression

7. *Relational*

- 7.1 spatial relations
- 7.2 temporal relations
- 7.3 action/event relations
 - 7.3.1 agency
 - 7.3.2 objective (incl. factitive)
 - 7.3.3 dative
 - 7.3.4 instrumental
 - 7.3.5 benefactive
 - 7.3.6 causative
 - 7.3.7 place
 - 7.3.8 time
 - 7.3.9 manner, means
- 7.4 contrastive relations
 - 7.4.1 equality/inequality
 - 7.4.2 correspondence/contrast
- 7.5 possessive relations
 - 7.5.1 ownership/possession
- 7.6 logical relations
 - 7.6.1 conjunction
 - 7.6.2 disjunction

7.6.3 inclusion/exclusion

7.6.4 cause

7.6.5 effect

7.6.6 reason

7.6.7 purpose

7.6.8 condition

7.6.9 focussing

8. *Deixis*

Index of Specific Notions

The Specific Notions are listed under the following topic areas

1. personal identification
2. house and home
3. life at home
4. education and future career
5. free time, entertainment
6. travel
7. relations with other people
8. health and welfare
9. shopping
10. food and drink
11. services
12. places
13. foreign language
14. weather

Under the above topic areas the following notions have been
listed:

1. *Personal Identification*

- 1.1 name
- 1.2 address
- 1.3 telephone - number
- 1.4 date and place of birth
- 1.5 age
- 1.6 sex
- 1.7 marital status
- 1.8 nationality
- 1.9 origin
- 1.10 education
- 1.11 intended profession or occupation
- 1.12 family
- 1.13 religion
- 1.14 likes and dislikes
- 1.15 character, temperament, disposition

2. *House and home*

- 2.1 types of accomodation
- 2.2 accomodation, rooms
- 2.3 furniture, bedclothes
- 2.4 room
- 2.5 services
- 2.6 amenities
- 2.7 region
- 2.8 flora and fauna

3. *Life at home*

- 3.1 family

3.2 occupation of parents

3.3 daily routines

3.4 money

3.5 pets

4. *Education and future career*

4.1 schooling

4.2 daily routines

4.3 school - year

4.4 subjects

4.5 recreation

4.6 examinations, diplomas

4.7 future career

5. *Free time, entertainment*

5.1 hobbies

5.2 interests

5.3 radio, T.V.

5.4 cinema, theatre, opera, concert, etc.

5.5 sport

5.6 intellectual pursuits

5.7 artistic pursuits

5.8 museums, galleries, exhibitions

5.9 press

6. *Travel*

6.1 travel of school

6.2 holidays

6.3 countries and places

6.4 public transport

6.5 private transport

- 6.6 entering and leaving a country
- 6.7 nationalities
- 6.8 languages
- 6.9 hotel, youth hostel, camping site, etc.
- 6.10(0)* travel - documents
- 6.11 fares
- 6.12 tickets
- 6.13 luggage
- 6.14 traffic

7. *Relations with other people*

- 7.1 friendship, aversion
- 7.2(0) invitations and appointments
- 7.3 correspondence
- 7.4 club - membership
- 7.5 politics

8. *Health and Welfare*

- 8.1 parts of the body
- 8.2 ailments, accidents
- 8.3 personal comfort
- 8.4 hygiene
- 8.5(0) insurance
- 8.6 medical services
- 8.7 emergency services

9. *Shopping*

- 9.1 shopping facilities

*(0) optional items

- 9.2 foodstuffs
- 9.3 clothes, fashion
- 9.4(0) smoking
- 9.5 household articles
- 9.6 medicine
- 9.7 prices
- 9.8 weights and measures

- 10. *Food and drink*
- 10.1 types of food and drink
- 10.2 places where you eat and drink

- 11. *Services*
- 11.1 post
- 11.2 telephone
- 11.3 telegraph
- 11.4 bank
- 11.5 police
- 11.6 hospital surgery
- 11.7 repairs
- 11.8 garage
- 11.9 petrol - station

- 12. *Places*

- 13. *Foreign language*
- 13.1 ability
- 13.2 understanding
- 13.3 correctness

- 14. *Weather*
- 14.1 climate
- 14.2 weather - conditions